



# **SCHOOL FOR THE TRAINING OF SPECIALISTS IN WILDLIFE MANAGEMENT, GAROUA, CAMEROON**

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## Proceedings of the Bushmeat Training Development Workshop

**20 - 22 March 2003**



Russell E. Train  
**Education for Nature Program**

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## **ACKNOWLEDGEMENTS**

The Bushmeat Training Development Workshop was jointly organized by l'École pour la Formation des Spécialistes de la Faune de Garoua, Cameroon and the Bushmeat Crisis Task Force (BCTF), USA. We are especially grateful for the contributions of Consultant Paul Scholte for his work in organizing and facilitating the workshop and to the staff of École de Faune for their hard work and hospitality during the workshop.

The African Wildlife Foundation and the American Zoo and Aquarium Association provided logistical and financial support to BCTF in planning for and carrying out this workshop.

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*The opinions expressed herein are those of the author(s) and do not necessarily reflect the views of the U.S. Agency for International Development or WWF-US.*

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## FOREWORD

This workshop to develop a training module on bushmeat was jointly organised by Bushmeat Crisis Task Force (BCTF) of America and the "Ecole de Faune de Garoua" (EFG). My thanks goes particularly to the consultant Paul Scholte for his contributions and hard work as an organiser and facilitator in this workshop, the teaching staff of EFG for the work accomplished; should be figured out Mr/Ms NDIM Anong who took an active part in the translation of this document.

The African Wildlife Foundation and the American Zoo and Aquarium Association furnished the logistics and the funding to BCTF in planning and carrying out of this workshop. Our gratitude goes to them. In the same manner, EFG warmly acknowledge all those who contributed for the success of this workshop: Ms Heather EVES, Natalie BAILEY and especially local authorities like the Governor of the North Province, H.E. EYEYA ZANGA Louis and all the administrative, political, traditional and religious who worked hard day and night for this workshop to hold in this historical town of the north Cameroon.

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EFG unlike before will continue to play her part as a watch dog in the conservation of natural resources, doing every thing to the best of her ability so that the consumption of bushmeat if legitimate for the poorer population should not deprive or risk the survival of certain species.

**I.S. NJOYA**  
Director of EFG

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## **AGENDA FOR THE BUSHMEAT TRAINING DEVELOPMENT WORKSHOP**

**Tuesday 19 March :** Arrival of participants (CAMAIR flight, expected at 16.20)  
Dinner at l'Ecole de Faune, with informal exchange of experiences

Presentation of program

### **Wednesday 20 March :**

Official opening (Governor of the North Province), in presence of press

Greetings and opening ceremonies (Njoya)

Review of goals and expected outcomes (BCTF/Scholte)

Overview of BCTF and its educational activities (BCTF)

#### *Afternoon :*

Overview of bushmeat in Central & West Africa:

- Institutional developments in Cameroon and subsequent training requirements for wildlife personnel, with particular emphasis on the "bushmeat" problem (Koulagna)
- Recent initiatives on "bushmeat" in Central Africa (Agnanga)
- Bushmeat, traditional knowledge and conflict resolution: what does a wildlife manager needs to know? (Joel Kiyulu);
- Bushmeat: the consumer perspective (Effa Ntsame Ernestine)
- Forestry and Wildlife training in Central Africa, recent networking activities (ERAIFT )
- Introduction on Garoua and its training program (Njoya)
- The modular programme at Garoua (Tsague)
- Present attention to bushmeat in Garoua curriculum (Hatungimana)

Occasion for other, short, presentations

If time allows: Introduction to working groups (Scholte):

- Working group division: the five themes
- Methodology, based on KSA, Adult Learning Cycle

*Evening :* informal exchanges CITES Bushmeat working group

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**Thursday 21 March :**

*Morning* : Working groups session I, II, III

*Lunch*

*Afternoon* : Plenary session

Working group session IV

*Evening* : informal exchanges CITES Bushmeat working group

**Friday 22 March :**

*Morning* : Working group session IV + V

Plenary session

*Lunch*

*Afternoon* : Information on the WWF/Education for Nature Programme (Judith Mashinya)

Evaluation

Closeout session with review of PRODUCT: template for development of bushmeat training curriculum

Participants departure, CAMAIR flight at 18.40

*Note* : Each morning and afternoon there will be a coffee/tea break

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## **WORKING GROUPS :**

### **Principles :**

1. One Garoua person per group ("reporter 2") +  
other education person (ERAIFT, Cote d'Ivoire, Mweka, SAWC)  
field based person (park wardens,  
governmental (ministry,  
NGOs
2. Plus, if possible, regional division:  
One Cameroonian  
One Central African  
One West African  
One overseas
3. Three Anglophone groups + two Francophone groups  
(It is difficult to imagine working in two languages in a working group, this probably does not exclude the division criteria mentioned under 1 and 2).

### **Division into the following topics :**

1. Anti-poaching perspective, link with recent institutional changes,
2. Linking with private sector (forestry concessions, hunting guides, transport sector, others?),
3. Town-based consumer perspective / High level People
4. Local hunters - consumers -
5. What role for (wildlife) surveys / monitoring ?

<b>Themes</b>	<b>Target group</b>	<b>Amongst the methods</b>
1. Anti-poaching	Commercial hunters	Repression
2. Linking with private sector	Foresters, Hunting guides, Transport sector	Negotiations and Conventions
3. Urban population and high level involvement *	Idem	Environmental education Alternatives
4. Local hunters and consumers *	Idem	Participatory approaches Alternatives
5. (wildlife) surveys and monitoring *	Wildlife manager and researcher	Surveys

\* mentioned as "training needed" by the "Reunion du groupe de travail sur la viande de brousse (Douala, juillet 2001)"

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## **TASKS WORKING GROUPS :**

### **I. General outline of the course (to be reviewed by each working group):**

- **Duration :** 10 days
- **Participants, number :** 12-25
- **Level of participants :** Amongst the target groups:
  - \* National park manager (level Garoua diploma course)
  - \* Provincial or ministerial manager level (university degree, additional experience)
  - \* Trainers (university level)
  - \* Others?
- **Place :** Garoua Wildlife College plus surroundings / forest zone ?

### **II. Review training requirements for the distinguished target groups (see sheet 1.)**

### **III. Review existing curriculum (emphasis, but not exclusively, on Garoua) (based on knowledge / skills / attitude, see sheet 2)**

### **IV. A. Training session development (see sheet 3) :**

- Objectives
- Structure
- Methods (lectures, case studies, role plays, specific field exercises, discussions with actors, action plans, etc.)
- Monitoring & evaluation

### **B. Elements for their integration into a comprehensive course**

### **V. Strategic and practical considerations :**

- Collaboration with other training institutes
- Potential instructors
- Review the starting point mentioned under I, check also with II

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## **INTRODUCTION AND SYNTHESIS OF THE BUSHMEAT CURRICULUM WORKSHOP AT GAROUA WILDLIFE COLLEGE**

**Natalie Bailey**, Program Coordinator, Bushmeat Crisis Task Force,  
and Paul Scholte (École de Faune, Garoua)



### **INTRODUCTION**

The illegal, commercial, unsustainable bushmeat crisis is the most significant immediate threat to wildlife and human populations in Africa today. The term "bushmeat" is derived from the French phrase "viande de brousse" which means "meat from the forest."

One of the most underutilized resources in Africa for wildlife conservation efforts is the formal education and training sector. Africa maintains three excellent regional wildlife-training colleges: College of African Wildlife Management, Mweka, Tanzania (CAWM); École pour la Formation des Spécialistes de la Faune de Garoua, Cameroon (EFG); and Southern African Wildlife College, South Africa (SAWC). For more than 30 years, CAWM and EFG and more recently SAWC have collectively educated 3000 African wildlife managers. The colleges focus on formal training for mid-career wildlife professionals, and many of their former students have become leaders of the protected area authorities and wildlife services, non-governmental organizations (NGOs), community organizations, tourism sector, hunting safari operators as well as researchers, academics, and trainers throughout Africa. These colleges provide opportunities for mid-career professionals and students to earn recognized diplomas and short course training in wildlife management.

As the illegal, commercial, unsustainable bushmeat trade increases throughout sub-Saharan Africa, the need for training resource managers, law enforcement officers, community leaders, educators and others also grows.

The recent (December 2000) wildlife management conference held at CAWM, Tanzania resulted in over half of the conference participants attending the bushmeat session sponsored by the Bushmeat Crisis Task Force (BCTF). Following that session, the BCTF has been flooded with individual requests from Mweka students and other African professionals for more information on the issue. BCTF subsequently began discussions with colleagues at CAWM, EFG, and SAWC to investigate the potential for developing formal curricula on bushmeat. The three colleges have already formed an agreement (March 1999 International Workshop of Wildlife Training Colleges) to work more closely together and to collaborate toward curriculum development and review. The BCTF is interested in identifying the necessary support to enable such collaborative work to occur beginning with the most significant conservation issue facing the African continent today: bushmeat.

The development of formal curricula on bushmeat through a participatory and collaborative process will provide wildlife professionals with the skills and knowledge to address this issue directly in the field and assure that it becomes a priority item for developing wildlife management programmes. The development of such formal curricula could play a key role in identifying long-term solutions to this crisis. By making the bushmeat module a requirement for all diplomas conferred and by assuring



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continuous monitoring of the development and application of the information being imparted to students - the curricula may be regularly updated to assure that the most effective and appropriate means for addressing the issue are being provided to students. In addition, these modules may provide the basis for similar courses to be developed in other regions of the world where the bushmeat crisis is also a problem. Of the long-term solutions proposed, education and professional training on the bushmeat issue is one of the highest priorities.

To this end, the BCTF has accomplished the initial planning phases for a collaborative effort on developing bushmeat curricula within Africa's three regional wildlife colleges. A meeting was held in Washington, DC from 17-21 May 2001 that included over 150 bushmeat experts and interested professionals from more than 20 countries. BCTF provided support for participation in the meeting from EFG, CAWM, and SAWC. A special meeting was organized in collaboration with the Africa Biodiversity Collaborative Group on 16 May 2001 where the three college representatives provided presentations regarding their overall education programmes. This meeting was followed by their participation in the BCTF meeting, including a half-day workshop on the development of bushmeat education materials in Africa. This proposal provides the background information leading to the BCTF meeting and bushmeat education development. The results of that meeting called for a stepwise approach to engage key decision-makers (KDMs) in the bushmeat issue and develop curricula for the regional colleges.

## **GOALS AND OBJECTIVES OF THE WORKSHOP**

The present workshop has as goal to develop a template of the course that in the coming years will be given to managers of protected areas and wildlife from West and Central Africa on the bushmeat crisis.

It is further expected that this bushmeat course will be developed into a module of the regular academic program of the École de Faune de Garoua. In this way, future wildlife managers will be prepared for dealing with the rising bushmeat crisis in Central and West Africa.

Specific outcomes of the effort to build a bushmeat curriculum at École de Faune include :

- A template for a comprehensive bushmeat curriculum that will educate students attending the three African wildlife colleges regarding the causes, effects, and appropriate solutions to the bushmeat trade and how they can be most effectively implemented with particular emphasis on environmental education material development for primary and secondary schools and rural communities
- Establishment of a broad network of professionals that are equally informed and focused on addressing the bushmeat crisis
- Creation of a framework for additional training and capacity-building within government wildlife departments (as the curricula can be taught both within and outside the college environment as necessary)
- Reduction in the bushmeat trade as a result of improved education and training on the bushmeat issue for wildlife management professionals.

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The workshop in March 2002 greatly assisted towards our progress on these expected outcomes. First of all, the necessity was confirmed and even reinforced to invest considerable time and effort in training protected area managers in the necessary skills to deal with the bushmeat crisis.

With 34 conservation professionals, educators, field personnel and government officers representing 13 countries a framework was subsequently build for the development of a bushmeat training curriculum. A Central African curriculum developer will be recruited to be based in Garoua to further develop and implement the bushmeat curriculum, with the cooperation of EFG instructors and administration and Paul Scholte the curriculum development specialist. The curriculum developer will remain at EFG following the end of the WWF EFN grant to ensure the continuity of bushmeat training in short course as well as long course training.

## **PARTICIPANTS**

Participants to the Garoua workshop have been selected according to one of more of the following criteria:

- To assure the gains of ongoing bushmeat crisis initiatives such the CITES bushmeat working group's technical meeting held in the July 2001 in Douala
- Representing relevant wildlife authorities, on both national and local level
- Representing relevant representatives from NGOs and others working on grassroots level
- Assuring regionalism, i.e. including both West and Central Africa as well as representatives of wildlife training colleges in East and Southern Africa, to assure a pan-African approach to the issue
- Representing training institutes
- Having training experience
- Having experience practical field experience with the bushmeat crisis
- Having experience with linkages with private sector.

Unfortunately invited participants from Ghana, Sierra Leone and Chad were not able to attend.

## **METHODOLOGY**

### **Selected Themes**

At the technical meeting of the CITES bushmeat working group in Central Africa in July 2001, training needs for governmental personnel working in the wildlife sector have been identified. The following needs have been identified as being particularly urgent:

- Community development
- Environmental education
- Collection and analysis of scientific data

In preparation of the Garoua workshop, discussions have been held with the director of Wildlife, Cameroon, Mr. D. Koulagna, who is also involved in the above-mentioned CITES bushmeat initiative.

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In an increasing number of West and Central African countries, the developments in the anti-poaching strategy and the changing institutional setting require personnel that is trained in relevant anti-poaching skills and aware of new demands of their tasks. It was further felt that the necessary collaboration with the private sector, such as logging and sport hunting concessionaires, put additional demands on skills and attitudes dealing with the bushmeat crisis.

Based on these identified needs, the workshop organizers subsequently developed these five themes for further elaboration during the workshop.

Five working groups dealt with the bushmeat problem in relation with :

1. Anti-poaching strategies in a changing institutional environment
2. Linking with the private and public sector
3. Urban aspects
4. Local communities
5. Monitoring and research

During the first day, various introductions to these themes have held, to review the present state of the bushmeat crisis<sup>1</sup> .

In the discussion following the presentation of these five themes at the start of the second day, the theme of linking with the private sector (forestry and transport sector), has been broadened to encompass the public sector. Other observations, such as collaboration with high-ranking officials or traditional leaders, game farming etc., have been integrated into the proposed five themes.

## **Working groups**

Working groups, each composed of 5-7 persons selected on theme specialization, education experience and regional (West Africa, Central Africa, overseas) as well as institutional background (governmental, NGO/private sector). For details on the composition of each working group, see appendix 1.

A. Preliminary review of course outline :

- i. Theme
- ii. Target group
- iii. Duration
- iv. Number of participants
- v. Location

B. Description of present and required level with respect to the bushmeat problem of the target group (specified on Knowledge, Skills and Attitude) leading to the formulation of the course's objectives

C. Short review of Garoua curriculum: Are these course objectives covered by the present curriculum? If yes in which courses

D. Session design and impressions for their place in the entire course

E. Reconsider in retrospect A-D for their realism and coherence in the overall course formulation.

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<sup>1</sup> A presentation was prepared on collaboration with logging concessionaires, but had to be cancelled because of illness of the presenter

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## **THE BUSHMEAT PROBLEM : PRESS RELEASE**

Garoua Wildlife College, Cameroon

Scientists consider that trade and consumption of bushmeat constitute the greatest threat for some species, posing an even greater threat than deforestation, for example. It is particularly true for big mammals that produce few offspring, such as duikers, antelopes, elephants, and great apes.

Many rural populations rely upon bushmeat as a primary source of protein. Forest populations in Congo's sub-region may consume as much meat as Europeans or North Americans and 80% of this meat is bushmeat. Growing human populations are consuming bushmeat at a rate that exceeds the reproduction of young animal species. The current wildlife populations will not support our population's growth.

An investigation on the household consumption of bushmeat in Cameroon in 1996 revealed that bushmeat is the second-highest meat cost in most households. More bushmeat is purchased than chicken, for example.

In Cameroon, the law permits traditional hunting (using traditional weapons) but its product should not be intended for trade. The sale of products of sport hunting (which are taxable) requires an authorisation and is also taxable (Law n°94-01 of 20 January 1994 on Fishing, Fauna and Forestry Laws).

If nothing is done to stop this illicit trade, there is a risk of extinction of these species. Both the species and the protein resources they provide will be gone. Our future generations may lose the wildlife and resources that some populations depend upon and will therefore be at a disadvantage.

Many hunted and consumed species threatened by extinction are now protected by the Convention on International Trade in Endangered Species of Flora and Fauna (CITES) which many states, including Cameroon have signed.

In 2000, the 11th Conference of Parties of CITES was held in Nairobi, Kenya. At this meeting, the delegates declared themselves very worried by bushmeat and created the CITES Bushmeat Working Group that operates in Central Africa where this problem is particularly important.

Garoua Wildlife College serves as the Office of Scientific Authority charged with advising the Cameroonian government on the application of CITES.

The international workshop held at Garoua Wildlife College aims to set up the bases of a training that will help key decision makers and their staff on how to better apprehend this problem of bushmeat.

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# **OPENING SESSION**

20 MARCH 2002

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## **OPENING SPEECH FOR THE WORKSHOP ON BUSHMEAT**

**H. E. Louis EYEYA ZANGA**, Governor of the Northern Province



Distinguished Delegates and Guests  
Ladies and gentlemen

It is for me a great honour today in this college to preside upon the opening ceremony of this workshop for the problems of Bushmeat. To those of you who have come from afar: United States of America, Europe and other African countries, permit me to wish you a happy welcome to Cameroon and particularly to Garoua. Despite your numerous activities and over loaded tables with work, and the oppressive heat here, you have made up time to come and look for solutions to this problem of Bushmeat commercialisation that is a world plague, particularly in this continent - precisely in the Central Africa Region.

We very well understand that Bushmeat constituted an important source of protein for the human population, especially those in the forested and rural areas. Equally, we agree that if Bushmeat consumption were only for those in the rural areas, there would have been no particular problem. The former existence of an abundance and diversity of wildlife was once the pride of this region. Today this is not the same story. Illegal hunting (poaching) for commercial purposes in urban centres has developed rapidly. This is a threat to some species and if nothing is done right now to solve this imminent problem, the outcome will be fatal.

As some of you know, the Central African Heads of States met on the 17th March 1999 in Yaoundé in an historic meeting to discuss the conservation of the Tropical Forest. They all proclaimed their attachment to the principles of conserving this biodiversity in sustainable use of the forestry ecosystem in this region. Their deliberations in a document "Yaoundé Declaration" is used as a reference to all field activities in the Tropical Forest. Next was the 11th Conference of Parties of CITES, in April 2000 in Nairobi, where it was decided to work on the problems of Bushmeat in the Central Africa Region.

Acting in response to this, the first meeting of the CITES Bushmeat Working Group was held in Douala in January 2001 presided by his Excellency Sylvester NAAH ONDOA, Cameroonian Minister of Environment and Forestry, where an action plan of 12 points was drawn for 2001 - 2002. One specific point on this plan directly concerns this workshop. That is "To identify in each country of the region, the urgent need of training in the Management of Bushmeat".

Further, the 2nd Meeting of the CITES working group on the theme "Bushmeat" was held in Cameroon. This actually proves the commitment of the Cameroon Government to this crucial problem of Bushmeat. One particular important recommendation from the later meeting was to organise short training courses on the problem of Bushmeat and CITES, to design a syllabus for administrators, decision makers in wildlife, Universities and Armed Forces.



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This workshop I am officially opening today is the first applicable to that action plan. I am particularly proud that this manifestation is taking place in our Province under the organisation of Garoua Wildlife College (Ecole de Faune de Garoua). Garoua Wildlife College logically should be the right place for this workshop. Why? 1) The College is meant to train Wildlife Staff for many African countries and 2) Equally this College is the Official Scientific adviser to the Cameroon Government on the application of CITES rules.

Ladies and Gentlemen,

You are called upon to elaborate the bases of this training, which will be an adequate response to the imminent problem of Bushmeat. This is an important challenge, bearing in mind that the consumption of Bushmeat does not only implicate biological or socio-economic problems but it also webs around cultures, which is deeply rooted on tradition. This is not certainly to deprive African people from an important source of animal protein or from their culture, but to help them know how to perpetuate this wildlife resource actually threatened by illegal hunters or poachers for illegal commercialisation of Game.

I wish you an excellent job and now declare officially open this workshop on the problems of Bushmeat.

Long live International Co-operation  
Long live Cameroon  
Thank you.

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## **OFFICIAL OPENING AND WELCOME TO THE BUSHMEAT WORKSHOP**

**Ibrahim Soaré NJOYA**, Director, Garoua Wildlife College

Mister Governor of Cameroon's Northern Province,  
Workshop Participants,  
Dear students,



I am greatly honoured today and am particularly proud to welcome you today to Garoua Wildlife College for this workshop on the bushmeat problem.

As you know, the Garoua Wildlife College has recently celebrated 30 years of existence. And during the outstanding events which have marked this celebration, His Excellency, the Minister of Environment and Forestry had remarked that while one should congratulate itself for the effort already done, we should not rest on our laurels, but must continue to behave in a way that will help the school to accomplish her mission.

Garoua Wildlife College was established in 1970 in response to that era's problems, which are different from those of today. It was all about the fact of learning the management of protected areas well delimited, perhaps isolated which sheltered abundant fauna, that should be preserved through synergetic, or classic management.

Since this era many factors worsened the situation of the wildlife and of the environment in general, and have thus rendered the tasks of the Wildlife College more difficult. A drought episode unprecedented in our recent memory has affected the entire Sudano-Sahelian region, and has had consequences of impoverishing the environment, the people that live here and equally the wildlife. Simultaneously, the global human population, particularly the African population, did not stop growing in an extremely rapid manner which has created an increasingly great pressure on our resources in general. Population movements into protected spaces are products of these pressures, and the situation of protected areas has clearly changed.

In order to consider all these elements, the instruction given at Garoua Wildlife College must adapt itself without ceasing to prepare future professionals in the management of wildlife to address the realities of today.

Today more than ever, the teachings of the Wildlife College must be in line with the framework of poverty reduction and sustainable usage of natural resources. The bushmeat problem is clearly an issue of unsustainability. For many wildlife species and in many places, the improper commercial use of these animal populations widely exceeds their reproduction capacity. If nothing is done, it is certain that we will see an unprecedented decline in wildlife; indeed, in certain cases to the extirpation or very the extinction of animal types.

In this workshop, we will begin the process of developing a training module regarding the

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bushmeat problem. We aim to develop a teaching programme that will prepare wildlife managers at different levels (technicians and key decision makers) to regulate at each level the problems that are linked to the excessive trade of bushmeat and the scarcity of this resource.

Today, other problems doubtless affect wildlife; we must face them in accordance with our mission. This workshop will assist in defining the future activities of the Wildlife College. When a new problem is identified, a network to address it must be set up to benefit of the competences of the best international specialists. This network of specialists, in co-operation with the school's authority sets up a modern and dynamic teaching system with benefits of information and communication technologies.

I would like to express my gratitude for your participation in the effort of this workshop, and the sincere wish that together we will accomplish our task with success.

Thank you.

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## **THE BUSHMEAT CRISIS TASK FORCE: COLLABORATION WITH AFRICAN PARTNERS TO RESOLVE THE BUSHMEAT CRISIS**

**Heather E. Eves**, Director, Bushmeat Crisis Task Force, 8403 Colesville Rd, Suite 710, Silver Spring, MD 20910, USA; email: [heves@aza.org](mailto:heves@aza.org)



Honorable Governor, Prefet, Principal Njoya, Distinguished Guests and Participants, it is indeed my great honor to have this opportunity to speak with you and to share with you a few words about the Bushmeat Crisis Task Force.

As you are aware, this bushmeat crisis has been identified as the most significant immediate threat to wildlife across most of sub-Saharan Africa. We are extremely pleased to have this opportunity to work with the Garoua Wildlife College and our colleagues throughout the Central and West Africa Region toward building a comprehensive course concerning the bushmeat crisis in Africa. This workshop is the first of three, which will take place in Africa this year, and we are pleased to also welcome our distinguished colleagues from the Mweka Wildlife College in Tanzania and the Southern Africa Wildlife College from South Africa.

This workshop is being funded by the United States Agency for International Development and the World Wildlife Fund's Russell E. Train Education for Nature Program. Collaborating partners include the Garoua Wildlife College, the Cameroon Ministry for Water and Forests, and one of BCTF's Supporting Members - the African Wildlife Foundation. The Bushmeat Crisis Task Force would like to express its sincere appreciation to these funders and collaborators for helping to make this pioneering workshop a possibility. It is our honour to be part of a process that will for the first time link Africa's three regional wildlife colleges in collaborating toward curriculum development.

The Bushmeat Crisis Task Force is a collaborative project of more than 30 conservation and animal protection organizations, including many which have long-term programs in Africa. We are based at the offices of the American Zoo and Aquarium Association in the Washington DC area where we are able to collaborate also with the many US government agencies and departments that have programs in Africa including: US Department of State, US Forest Service, US Fish and Wildlife Service, US Peace Corps, USAID, and other key decision makers.

BCTF has programs that focus on eight priority solution areas identified in May 2001 at our Collaborative Action Planning Meeting in Washington DC where experts from throughout Africa joined together to set the guiding actions for BCTF. These priority solutions are both long term - education, policy development, sustainable financing, and protected area development - and short term - linkages with private industry, market seller and hunter associations, media and public awareness, economic and protein alternatives. This workshop is just one of the activities we are taking on in our long-term solutions program on education. We are also working with the Conservation Education Committee of the American Zoo and Aquarium Association to develop a Bushmeat Resource Guide for educating US citizens about the issue. This group will also be working toward the longer term to developing programmes with the Pan African Sanctuary Alliance for developing educational materials

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for African communities.

Since it began operations in 2000, the BCTF has actively participated in raising awareness among key decision makers and the general public in the United States about the bushmeat issue as a means toward generating both interest and support for this critical conservation issue. This meeting is an example of that type of effort as colleagues at USAID learned from BCTF about this crisis and the need for developing courses on the subject through the wildlife colleges.

In addition we have worked collaboratively with our colleagues and partners in Africa, the USA and Europe to support international policy development and generate support for programmes focused on the bushmeat crisis. In addition to participating in the development of the IUCN Resolution concerning bushmeat we have also been working closely with the CITES Bushmeat Working Group that was established in Nairobi in April 2000. We are honoured to welcome the Chair of the CITES BWG, Mr. Marcellin Agnagna and the representatives from the member range states who are attending this workshop as well. Together with the CITES BWG the BCTF has secured funding to support the operations of this important group for the next three years.

These are just a few examples of the activities that BCTF has been involved with and we are again very honoured to have this opportunity today to share with you these few remarks about our project. We look forward to a long-term relationship with the Garoua Wildlife College and the development of the course on bushmeat.

Thank you.

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## **OVERVIEW OF BUSHMEAT CRISIS TASK FORCE'S EDUCATIONAL ACTIVITIES**

**Natalie Bailey**, Program Coordinator, Bushmeat Crisis Task Force, 8403 Colesville Road, Suite 710, Silver Spring MD 20910, tel: 301-562-0777 x231; fax: 301-562-0888; email: [nbailey@bushmeat.org](mailto:nbailey@bushmeat.org); url: [www.bushmeat.org](http://www.bushmeat.org)



The Bushmeat Crisis Task Force is very pleased to have the opportunity to work in collaboration with École de Faune de Garoua, the Director, the faculty and all of our colleagues who are with us for this workshop. Thank you very much for your thoughtful participation and valuable contributions to our efforts to build a framework for the development of a bushmeat training curriculum for mid-career wildlife managers in Francophone Africa. We are also privileged to work with the College of African Wildlife Management, Mweka, Tanzania (Mweka College) and the Southern African Wildlife College, South Africa (SAWC), in parallel efforts to build the capacity of Africans to respond to this growing wildlife crisis.

In May of 2001, BCTF was pleased to welcome the Directors of École de Faune, Mweka College and SAWC to our Collaborative Action Planning Meeting in Washington DC. At this meeting, more than 150 bushmeat experts, conservationists, educators, donors and media representatives discussed the state of the bushmeat crisis in sub-Saharan Africa and determined the top priority solutions to the current crisis. In the Education subcommittee discussions, participants agreed that building capacity among wildlife managers and providing public education in the USA and in Africa were top priorities towards addressing the bushmeat crisis.

In the USA, we are working with members of the American Zoo and Aquarium Association's Conservation Education Committee (CEC) to create a Bushmeat Resource Guide of materials that can be used to educate zoo staff, volunteers and the general public regarding the African bushmeat crisis. Zoo educators and members of the CEC are also interested in linking their educational efforts with similar work in Africa.

BCTF also places a high priority on the development of educational materials and raising public awareness in Africa. Through linkages between the CEC, the Pan African Sanctuary Alliance (PASA), the CITES Bushmeat Working Group, the Regional Wildlife Colleges and the educational efforts of our Supporting Members, we will build a network for the development of bushmeat educational materials and public awareness campaigns. These materials can be tailored to the relevant situation in any area regarding causes, effects and potential solutions to the bushmeat trade. We look forward to this process, which will begin in earnest later this year.

Again, thank you for your valuable contributions to the process to build the capacity of wildlife managers to implement solutions to the bushmeat crisis in Central and West Africa. BCTF is very pleased to be a part of this process.

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# **PRESENTATIONS**

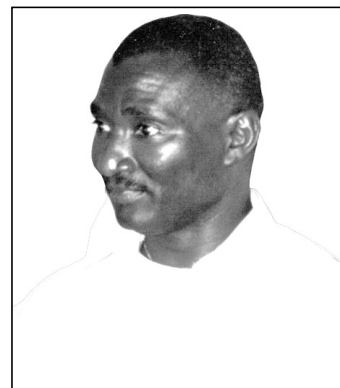


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## **CITES WORKING GROUP AND BUSHMEAT CRISIS IN CENTRAL AFRICA**

**Marcellin AGNAGNA**, Chair, CITES Bushmeat Working Group,  
email: marcelinagnagna@yahoo.fr



### **INSIGHT ON THE SITUATION IN CENTRAL AFRICA**

Even if the bushmeat crisis is continental, Central African forested countries are particularly affected for many reasons. The inability to raise livestock as well as climatic and ecological parameters in humid forested ecosystems obliged Central African populations to find their livelihoods in the forest. Through age-old myths and customs, these populations established sacred rules on natural resources management. Today, because of increasing modernism and economic development, we are seeing the disappearance of these sacred rules; one of the results of this situation is the increasing of commercial bushmeat trade. We have various reasons to explain the growing commercial bushmeat trade:

- Poverty
- Unemployment
- Food needs
- Increasing demand of bushmeat

The situation is critical in the sub region considering the large volume of bushmeat on sale everyday on its main towns' markets. Many species are concerned and some may be threatened with extinction due to this high consumption. Primates and duikers are the most concerned. The poaching is so high that in some villages where bushmeat is essential for food, it is practically impossible to find meat. The scarcity of bushmeat in couple of villages provokes migrations in order to find order places with bushmeat. The situation is very complex and worrying nowadays with the spread of armed conflicts in the sub region and the increasing of forestry exploitation. The illegal commercial bushmeat trade has now reached international dimensions with very complex distribution circuits. Bushmeat from Central Africa can sometimes be found on the menu of exotic restaurants in Paris Brussels or London.

Due to the gravity of the situation, international opinion has been mobilised to face the question. During the CITES conference held in Nairobi (Kenya) in April 2000, Central African delegations (Cameroon, Congo Brazzaville, Gabon, Democratic Republic of Congo, Central African Republic, Equatorial Guinea) sustained and adopted Great Britain's proposition to set up a working group on Bushmeat in the sub region.

### **CITES WORKING GROUP AND BUSHMEAT CRISIS IN CENTRAL AFRICA**

CITES Bushmeat Working Group in Central Africa has been set up by decision N° 11/166 during the 11th Conference of Parties of CITES. The working group is composed of representatives of the six Central African countries. Since its set up, the CITES Bushmeat Working Group has officially

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meet twice in Douala, Cameroon: January and July 2001. An action plan was elaborated and adopted during the July 2001 session in Douala. This plan has not yet been executed because of lack of funding. However a close and transparent collaboration with BCTF (Washington, DC, USA) resulted in a funding granted by the MacArthur Foundation. These funds will allowed the working of the group and the execution of our action plan priorities, notably the work of the national focal points and necessary consultancy on legislation harmonisation. We hereby thank BCTF for their help and support.

## **BUSMEAT WORING GROUP APPROACH**

It is clear that the bushmeat crisis is the main concern of those working on conservation management and forestry resources in Central Africa. Our challenge is not to forbid bushmeat to consumers, but to do it sustainably. Our mission is to organise and listen to local communities in the management of natural heritage. Meanwhile, we develop favorable alternatives for sustainable management of resources. To achieve this objective, the CITES BWG has priorities in its action plan, notably the harmonisation of politics and legislation addressing bushmeat issues.

To find solutions to the bushmeat crisis in Central Africa, we must consider the following aspects of the trade

- Harmonisation and adaptation of legislation addressing forestry resources management
- Development and profitability of protected areas
- Decentralisation and devolution of powers on environment issues (empowering of local communities).

Because of lack of funding, we had not begun to execute the plans elaborated by the CITES Bushmeat Working Group in July 2001 in Douala. The funds granted by the MacArthur Foundation are welcome and will permit the CITES BWG to begin our activities. We are grateful to the BCTF, who has not ceased to support the BWG and to grant a special interest to the questions of natural resource management in Central Africa. Bearing in mind the tardy beginning of our activities (due to lack of funding), it is necessary to extend the mandate of the CITES BWG. In this sense, the coordination committee should address a memorandum to the CITES Secretariat for the next Conference of Parties (COP 12).

I would like to conclude my remarks by thanking the Director of École de Faune de Garoua and all its collaborators for the noble initiative that they have taken in organising this workshop. On behalf of the CITES BWG I would like to express our gratitude to all of the BCTF for their support which for us is a model of effective and transparent collaboration.

Thank You.

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## **THE INSTITUTIONAL AND DEVELOPMENT PERSPECTIVES ON THE TRAINING OF STAFF IN CHARGE OF THE WILD FAUNA, WITH PARTICULAR ATTENTION TO THE BUSHMEAT PROBLEM**

**Gilles ETOGA**, Focal Point for Cameroon, CITES Bushmeat Working Group,  
Central Unit for Anti-Poaching, Yaoundé, Cameroon. Tél.: + 237.223. 92.28;  
Mobile: + 237, 998.03.37. Fax: 237.223.92.28;

### **Background Context :**

The management of fauna, of protected areas and of all the conservation's activities in Cameroon is under the governance of the Ministry of Environment and Forestry (MINEF) which has a general secretary, a permanent secretary for environment and six technical departments including the Department of Fauna and Protected Areas. This organisation operates in the field through departmental and provincial subdivisions which maintain technical offices and conservation offices at the level of protected areas.

Their financing is essentially provided by the Cameroon government state. As far as wildlife conservation is concerned, the actual organisation cannot flourish due to the lack of adequate governmental policy, leaving thus the free fields to the non-governmental organisations and to academics.

This situation is of great importance regarding the risk that collected funds taken in the name of Cameroonian for conservation do not serve to put in place adequate governmental policy. In another sense, it becomes impossible to collect funds at the level of the Wildlife Department due to the fear of seeing these funds applied to other issues than those of conservation. The other difficulty is found at the level of bottlenecks in the administrative procedures that are not the exclusive right of the Ministry of Environment and Forestry.

### **Establishment of an Office**

The analysis of the actual context and the example of many other African countries has demonstrated the necessity of setting up of an office that would stay under the control of the state but would keep a certain financial and administrative autonomy in its management. By having a central management office and a board of directors, this office would be in charge of managing protected areas, anti-poaching and of management and research. The Wildlife and Protected Areas Department would maintain its role of policy development and elaboration and of performing its functions towards wildlife and protected area conventions. Protected areas should each adopt the same structure, as far as the administrative and financial management is concerned. It will then become possible to collect funds which would directly focus on field activities and the lessors there would have the right to appeal to the board of directors.

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### **Implications for Garoua Wildlife College :**

The creation of this office includes the facto reforms of Garoua Wildlife College which will face a new outline for their training. The Wildlife College will produce top-level managers having a practical training for the management of protected areas in their new dimension. The enhancing of the level of teachings and teacher is then found to be consequently a priority. More specifically, teaching should focus on:

- Analysis and the collection of issues as far as the setting up of these issues is concerned.
- Environmental education.
- Monitoring of local communities, by giving them the contents of the concept of participatory management.

The setting up of an office is still an idea for which the institutional revision is ongoing at MINEF, which will take it into account. One hopes that the full substance of the file will have the agreement of the decision makers.

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## **BUSH MEAT: TRADITIONAL KNOWLEDGE AND CONFLICT RESOLUTION**

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### **INTRODUCTION**

This contribution focuses on two goals :

1. To sensitize participants on the importance of integrating cultural values and knowledge in the curricula studies of the training of managers for protected areas
2. To register this training into the interrelation dimension between HUMAN - ENVIRONMENT - CULTURE, in view to integrate solutions linked with these conflicts.

These objectives open up to two questions.

1. How can the protected areas manager reconcile scientific experience of wildlife management with traditional knowledge that developed before scientific empiricism?
2. How can he set up alternative mechanisms for the resolution of conflicts capable to have a direct or indirect impact on the bushmeat?

### **TRADITIONAL KNOWLEDGE**

Traditional knowledge in the secular traditions of local peoples dates back to ancestor's time and are preserved through generations. Set aside by conventional society up to now, they have been judged incompatible with rational thought and therefore non-scientific. Some people continue to resist the importance of this body of knowledge. However, integrating traditional knowledge into protected areas management has two advantages:

1. To actively engage the population into participatory management as far as they found their aspirations and needs. An African proverb states: " He that lies on his neighbor's mat lies on the floor."
2. To associate the economic dimension which comes from a quantitative approach with the cultural aspects, which flow from a qualitative approach.

Valuing traditional knowledge can stumble on a problem that we can formulate through a question: Facing the characteristic poverty of the socio-economical environment of our states, can we say that the weight of cultural tradition is sufficient to influence the decrease of species extinction? If we must give more weight to the certainty that poverty is a current economic situation nowadays, therefore the cultural values, which are perennial, are not to be neglected. The failure of development plans in Africa shows that we must integrate cultural and human aspects in the current tropical issues ("One does not develop, one develops oneself" (Joseph Kiser). Poverty will disappear. Customs and manners will stay and will be transmitted through generations. It is then illusory to develop a people and to integrate them into conservation's strategies without taking on account his mental beliefs and representations, which have survived all through the time.

a) Collection and choice approach of traditional learning:

N°	ACTIVITIES	VARIABLES
1	Focus Group	* Perceptions (the state and its Laws, Management of protected areas.) * Regulation of valorizing and non valorization of Partners * Symbolic animals linked to the power * Symbolic animals linked to therapeutic practices * Rights and prohibitions of hunting
2	Grading	According to the obtained goals
3	Analysis	Degree of comparability and incompatibility according to the following objective criteria: * Criteria of demonstration and verification * Weight of the power of linkages with values * Conformity with the cultural archetype
4	Integration	Privilege by consensus * Valorization of the partner by liberating him from the "victim complex"; * A synergy of actions including customary heads, NGOs, and churches.

## LINE ON THE CONFLICTS RESOLUTION

Inherent in interpersonal relations, conflicts can be set off through an open or hidden way. All the actors implicated in a conflict process may exist at many levels :

- The chief customers and a part of the population.
- The chief customers and NGOs
- Local inhabitants and immigrants
- The population and protected areas managers
- The different interethnic communities

All these conflicts can have a very negative impact, may it be directly or indirectly on the protected areas. Taking these circumstances into account, as well as all the disastrous consequences of conflicts on wildlife, it is important that protected areas managers do not suffer from these conflicts, but avoids them and reduces their reach by putting into motion conflict resolution strategies. Conflict resolution has 8 steps that the following table represents. The factors to be researched and the elements to take in account are:

N°	PHASES	FACTORS	INPUT
1	Research	Types of conflict	- The nature of the conflict - Underlying or immediate causes of conflict
		Recurrent events	- The told and the untold - Attitudes and behaviors of violence - Consequences.
		Peoples – Hinges in the resolution of conflicts	- Through traditional structures - Through modern structures

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2	Conflict Resolution	Definition of prevention strategies and conflict management	Through a concentrated approach
		Planning of execution's steps	
3	Reconciliation	Types of reconciliation ceremonies	- Place - Witness - Ceremonial

In the procedure, ones must grant a privilege to :

1. The recognition of the other's complementation and of their talents in view to come over one's own limits.
2. The sincere wish of all the partners to grow in a deep cohesion and communion.
3. The adoption of a simple and confident style between partners.
4. The listening to the reply, the patience and the impatience, sincerity vs. subterfuge and malice
5. The high interest of the parties in conflict.



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## **STRATEGY FOR THE INTEGRATION OF RESULTS FOR THE BETTER MANAGEMENT OF HUNTING: POSSIBLE INTERVENTIONS<sup>2</sup>**

**Ernestine EFFA NTSAME**, Direction de la Faune et Chasse,  
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### **NATIONAL :**

Mindful of the fact hunting forcedly refers to wildlife, it should be normally managed by the services of the Directorate of wildlife. That said, appropriate regulations in every sector of forestry should not necessary the same;

There are many sectors where the need of a permanent worker is recognised to implement hunting regulations.

One the field

- 3a follow -up and assessment of game markets and restaurants
- 3 a follow -up and assessment of families that consume legally
- 3 Anti-poaching in protected areas and for protected species
- 3a control of the regulation established for legal hunting:

a) in the forest

b) in the rural area

In the Directorate of wildlife and hunting

3A continuous analysis on the accepted quota for every population to avoid over hunting

3A modern attracting and update sensitisation programme for young people

3A cooperation with the officials of public health to be sure that people are sensitise on the risk of illness from game meat and all trade or consumption should be done in healthy conditions.

### **SPECIFIC OBJECTIVES TO BE PROPOSED FOR 2002-2003.**

- 1) A scientific education on certain species stating their permitted number to be hunted and their sustainability , or in certain management areas, the possibilities to open a limited legal number.
- 2) to put in place a national anti-poaching strategy with priority given to fragile and threatened species and zones.
- 3) To put in place a network of monitors the channels of bushmeat (in markets, home and hotspots) to evaluate the success of the strategy
- 4) Recommend a functional structure on the legal channels of bushmeat based on this evaluation and on the knowledge gathered on bushmeat channels and on demand of the rural people.
- 5) Sensibilization campaign and census the people's opinion on this new structure.
- 6) Increasing the capacity of the hunting services to control the violation of this new regulation (human resources and working materials)

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<sup>2</sup> Note: This summary is taken from a much more comprehensive paper. Please contact the author for further information regarding the bushmeat trade in Gabon and the actions of the Direction Faune et Chasse.

## ASSESSMENT AND ACTIONS NECESSARY FOR THE PREPARATORY PHASE

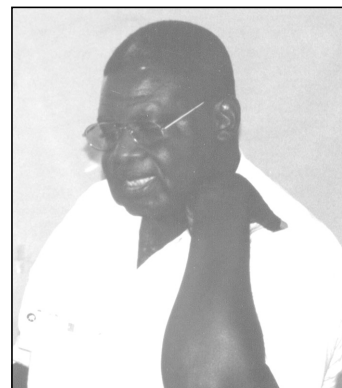
- 1) To put in place a permanent employment status for the network of permanent monitors in various markets.
- 2) To put in place a permanent employment status for the network of monitors which monitor permanently householders. This will be a landmark for the evolution of the channel.
- 3) Recruitment and training of the hunting service agents, responsible for the anti-poaching.  
The desired stage after:

Year 1	To revise the judicial set up of the national hunting service. To put in place a set up to manage hunting (hunting services and their responsibilities.	Publication of conditions for total and partial protection of various species (hunting seasons, hunting quotas and penalty for infractions	Selection of workers in the hunting services	Planification of sensitisation programmes and training for trainers
Year 2	Training of monitor in various markets and to put in place a continues follow-up	First year for training of newly recruited workers of the hunting service		Publishing legal markets and how could function
Year 3	To put in place a continues programme for sensitisation in all schools by televisions and radios etc.	The first batch recruited to take up service	Second year for training of newly recruited workers of the hunting service	
Year 4	External evaluation of the new system		The second batch recruited to take up service	
Year 5	Regulation sustainable hunting managed by competent workers			

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## **CONTRIBUTION OF ERAIFT IN THE DEVELOPMENT OF A CANEVAS OF COURSES IN THE PROBLEMATIC OF BUSHMEAT.**

**PROFESSEUR MUTAMBUE SHANGO,**  
COORDONNATEUR NATIONAL DE L'ERAIFT



Mister Director of EFG, Distinguished guests,  
Ladies and gentlemen

It's a great pleasure for me to take an active part in this workshop, mainly for the fact that the initiators gathered a minimum of means around a very important subject concerning the training provided in my school that have to train specialists in integrated management of tropical forest and the war against poverty.

Mister Director, Dear Organisers,  
Your invitation gave me the comfort in the same conviction with a number of African and World Specialists and managers, to create a post-graduate school that I have the honour to represent today.

For those that doesn't know it yet that need a refresher, I signal that this school was create after a seminar held in March 1991 at Nsele (former Zaire, that is today the Democratic Republic of Congo). That was to reinforce the cooperation for rational management of African tropical forest. The fourth recommendation among the 23 formulated after the seminar, was related to the creation of a regional training institution.

Since his opening in April 1999, this school train a new type of specialists, able to make decisions that will improve the well-being of population and the quality of biophysic environment. Those two conditions are essentials for a sustainable development.

The regional vocation, as I have the occasion to explain it, consist on an opening to the nationals of all the African countries that experience similar problems in their forests. The school has also the vocation to be an application research centre that maintain some relations with national and international institutions specialised in tropical environment.

That is to tell you how much I'm sure that the patient we have to take care of has all the chance to recover. I mean a starving African living by an extremely rich forest, but that is shrinking in daily basis.

Mister Director, Dears Organisers,

The regional post-graduate school of integrated management tropical forest (ERAIFT), thanks you and congratulate you for the consideration that honour it deeply all the more than it's African Director was previously in duty in the school that welcome us today. I name Dr Jean NGOG NJE that

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is the physical relation between our two institutions, a strong symbol around the same and unique central problematic. This seminar is about one of the main subjects of this problematic. Let me recall succinctly the specific problematic we have to work on (hinc and nunc), before talking about some other essentials points of the canevas of the course that have to take an important place during the on coming years, in training of our future managers of protected areas and wildlife in Central and west Africa.

As you know in Africa, Wildlife is rich and has an exceptional variety. Through the years, as the population growth so the needs, Africans unfortunately destroyed this scientific, educational and cultural heritage. They even went against their one economic interest, as this crazy destruction the origin of a number of famines;

Nevertheless, the actual abundance of administrative and legislative dispositions devoted to this wildlife give the proof that several political and local leaders has understood the profit they can be from a rational exploitation of this wildlife and the whole diversity of naturals resources: the ecological tourism, the hunt, the game ranching and the game farming.. ..represent some potential of revenues almost unknown in the past.

We will also notice that far from competing with the domestic animals, the wildlife constitute a complementary solution at the self feeding of our populations. If we consider the slogan of biologists, agronomist, veterinary surgeon..... specialised in the domain of utilisation of wildlife, that is the "keep to better manage", we thinks that the canevas of the course we will have to elaborate base on our thoughts will be crucial for sustainable management of this wildlife.

After this sketch of comments related to the problematic, we will go forward and give you some points that seem essential for the we have to elaborate.

## **TEACHING OBJECTIVES OF THE MODULE**

Help the students to acquire knowledge, ability, behaviour and competency in the management of wildlife.

**Sequence1:** Importance of wildlife

**Sequence 2:** Basic knowledge of wildlife exploitation and game capital

**Sequence 3:** conservation of game capital

## **PRESENTATION OF DIFFERENTS SEQUENCES**

**Sequence 1:** Importance of wildlife

1)Teaching objectives: help the students to acquire knowledge, ability and behaviour that enable them to master the roles of wildlife

2) Sessions:

- Essential elements of biodiversity
- Ecological role of wildlife

- 
- Importance for the populations
  - Actual situation

### **Sessions 1: Essential elements of biodiversity**

Learning Objectives: At the end of the training, students must be able to :

- understand the concept of biodiversity
- recognise rapidly in the nature of the species of the wildlife as parts of biodiversity
- understand the history of emergence of preoccupations related to the biodiversity protection
- Identify the value linked to biodiversity conservation
- Identity the mains causes of degradation and loss of biodiversity
- Ensure the biodiversity and wildlife conservation.

Seat :

- introduction
- notions of biodiversity (definition, history, danegrs...)
- African dependence on its natural resources
- Diversity of species
- Local values
- Sustainable development and biodiversity conservation
- Evaluation of the seat
- Synthesis of the seat

**Pedagogic Methods :** Analogic, interrogative, documentary research, lecture, discovery, participative.

**Pedagogic Techniques :** Brainstorming, working group, discussions, study trips

**Pedagogic Tools :** Polycopies, black board, magnetic board, specimens, reels objects, audiovisuels help.

### **Session 2 : Ecological role of wildlife**

Learning objectives: At the end of the session, trainees would be capable of knowing the ecological role of the wildlife.

Seat :

- Introduction
- Part played by fauna in scattering of plant species (pollination and scattering of Diaspora
- Interface wildlife/ plant production systems

**Pedagogic Methods:** Analogic, interrogative, documentary research, lecture, discovery, participative.

**Pedagogic Techniques:** Brainstorming, working group, discussions, study trips

**Pedagogic Tools:** Polycopies, black board, magnetic board, specimens, reels objects, audiovisuels help.

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### **A. Session 3 : The importance of wildlife for the population**

Learning objectives: At the end of the session, trainees should be capable to :

- grasp the importance of bushmeat
- identify the nutritive value of bushmeat
- apprehend the traditional value of animal life

*Seat :*

- introduction
- importance of bushmeat in Africa and the world
- place of bushmeat in the alimentation
- nutritional value ( bromatologic composition, socio-economic, forbidden foodstuffs)
- cultural values of the wildlife
- commercialisation channels (source of supply, intermediaries, sales in the markets, legislative aspects)
- evaluation of the seat

**Pedagogic Methods :** Analogic, interrogative, documentary research, lecture, discovery, participative.

**Pedagogic Techniques :** Brainstorming, working group, discussions, study trips

**Pedagogic Tools :** Polycopies, black board, magnetic board, specimens, reels objects, audiovisuels help.

### **Session 4: Threatened and exploitable species**

Learning objectives : At the end of the session, trainees should be able to know the animal exploitable species and the threatened species.

*Seat :*

- introduction
- identification of small size exploitable animal species
- identification of middle size exploitable animal species
- identification of large size exploitable animal species
- identification of threatened species.
- Evaluation of the seat
- Synthesis of the seat.

**Pedagogic Methods :** Analogic, interrogative, documentary research, lecture, discovery, participative.

**Pedagogic Techniques :** Brainstorming, working group, discussions, study trips

**Pedagogic Tools :** Polycopies, black board, magnetic board, specimens, reels objects, audiovisuels help.

### **SEQUENCE II : BASIC NOTIONS RELATED TO GAME CAPITAL EXPLOITATION**

Teaching objectives: Bring trainees to acquire knowledge, skills and attitudes that permit them to master:

- 
- games survey techniques
  - types of games exploitation techniques
  - games breeding
  - traditional hunting and safari hunting

### **Session 1: Games survey techniques**

Learning objectives: At the end of the session, trainees would be capable to grasp different games survey techniques

*Seat :*

- introduction
- localisation of biotope and ecological niche
- games counts techniques (direct counts and indirect counts)
- captures and immobilisation
- evaluation of the seat
- synthesis of the seat

**Pedagogic Methods:** Analogic, interrogative, documentary research, lecture, discovery, participative.

**Pedagogic Techniques:** Brainstorming, working group, discussions, study trips

**Pedagogic Tools :** Polycopies, black board, magnetic board, specimens, reels objects, audiovisuels help.

### **Session 2: Types of games exploitation**

Learning objectives: At the end of the session, trainees would be capable to apprehend different types of games exploitation

*Seat :*

- Individual exploitation
- familial exploitation
- collective exploitation
- industrial exploitation
- hunting codes
- impacts of different exploitation on the fauna
- possible improvement of fauna exploitation techniques
- evaluation of the seat
- synthesis of the seat

**Pedagogic Methods:** Analogic, interrogative, documentary research, lecture, discovery, participative.

**Pedagogic Techniques:** Brainstorming, working group, discussions, study trips

**Pedagogic Tools:** Polycopies, black board, magnetic board, specimens, reels objects, audiovisuels help.

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### **Session 3: game breeding (game ranching and game farming)**

Learning objectives: At the end of the training, trainees would be capable to master different techniques of game breeding.

*Seat :*

- introduction
- general notions on game breeding (game ranching and game farming)
- infrastructures and equipment of breeding
- ecological conditions of game breeding
- alimentation
- reproduction
- growth
- health and hygiene
- strategies and conduction of breeding
- difficulties and constraints
- vulgarisation and commercialisation of game
- evaluation of the seat
- synthesis of the seat

**Pedagogic Methods:** Analogic, interrogative, documentary research, lecture, discovery, participative.

**Pedagogic Techniques:** Brainstorming, working group, discussions, study trips

**Pedagogic Tools:** Polycopies, black board, magnetic board, specimens, reels objects, audiovisuals help.

### **Session 4: traditional hunting and hunting safaris**

Learning objectives: At the end of the session, trainees would be capable to master different techniques related to hunting and supervision of hunters

*Seat :*

- Introduction
- Traditional hunting (origin, justification, rights to hunt, methodologies, impacts on biodiversity).
- Hunting safari's (objectives and interests, small hunting, middle hunting, big hunting, types of contracts to established between hunting societies and Administration, socio-economic impacts)
- Evaluation of the seat
- Synthesis of the seat

**Pedagogic Methods:** Analogic, interrogative, documentary research, lecture, discovery, participative.

**Pedagogic Techniques:** Brainstorming, working group, discussions, study trips

**Pedagogic Tools:** Polycopies, black board, magnetic board, specimens, reels objects, audiovisuals help.



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### SEQUENCE III: CONSERVATION OF GAME CAPITAL

Teaching objectives: bring trainees to acquire knowledge, skills and attitudes that permit them to master new approaches of game capital conservation notably :

- incorporation of biodiversity conservation in all management and practices related to the land.
- Development of new combinations of traditional and modern production systems and conservation based on the needs and desires of local communities and government requirements
- Reinforcement of the role of local communities and private sector in conservation of biodiversity.

#### **Session 1: incorporation of biodiversity conservation in all management and practices related to the land.**

- Learning objectives: at the end of the session, trainees would be capable to incorporate biodiversity conservation in all management and practices related to the land.

*Seat :*

- Introduction
- Reviews of traditional and modern conservation notions
- Choice of methods that slow down biodiversity loss
- Participation of population in the development process and implementation of new systems
- Evaluation of the seat
- Synthesis of the seat

**Pedagogic Methods:** Analogic, interrogative, documentary research, lecture, discovery, participative.

**Pedagogic Techniques:** Brainstorming, working group, discussions, study trips

**Pedagogic Tools:** Polycopies, black board, magnetic board, specimens, real objects, audiovisuals help.

**Session 2:** Development of new combinations of traditional and modern production systems and conservation based on the needs and desires of local communities and government requirements.

Learning objectives : At the end of the session, trainees would be capable to develop new combinations of traditional and modern production systems and conservation based on the needs and desires of local communities and government requirements.

*Seat :*

- introduction
- types of management of land
- evaluation of the seat
- synthesis of the seat

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**Pedagogic Methods:** Analogic, interrogative, documentary research, lecture, discovery, participative.

**Pedagogic Techniques:** Brainstorming, working group, discussions, study trips

**Pedagogic Tools:** Polycopies, black board, magnetic board, specimens, reels objects, audiovisuals help.

**Session 3:** Reinforcement of the role of local communities and private sector in conservation of biodiversity.

*Seat :*

- introduction
- local knowledge of the fauna
- application of the local knowledge to the conservation programs
- large participation of the private sector in the management of biodiversity
- evaluation of the seat
- synthesis of the seat

**Pedagogic Methods:** Analogic, interrogative, documentary research, lecture, discovery, participative.

**Pedagogic Techniques:** Brainstorming, working group, discussions, study trips

**Pedagogic Tools:** Polycopies, black board, magnetic board, specimens, reels objects, audiovisuals help.

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## **PRESENT TRAINING PROGRAMME AT ECOLE DE FAUNE DE GAROUA**

**By Louis TSAGUE**, Chief of Office of Training and Courses,  
EFG, BP 271, Garoua, Cameroon; email: [ecolefaunegaroua@iccnet.cm](mailto:ecolefaunegaroua@iccnet.cm)

The mission of École de Faune de Garoua (EFG) is to train high, middle and auxiliary staff for francophone African states. The duration of studies is two consecutive years for all cycles. Classes begin on September 1st each year and end the 31st of May the following year. The weekly template turn around 36 hours of theoretical classes following by practice in classroom. The fieldwork (National Parks, Wildlife Reserves and Cynegetic zones) takes an average of one week twice or three times per semester.

The training program has developed according to the demand of respective countries. After several missions in African countries and surveys sent to employees of our graduates, it had been decided that training should take two years instead of nine months, which was inadequate to master our programs.

On the light of strength and weakness of this institution, various partners of EFG met in Garoua in June 1996 and in Yaoundé in October of the same year and decided to reorient its intervention policies to adapt the school to the new conservation of nature context and to integrate concepts of sustainable development.

To accomplish this mission, the modular training program adopted by the October 1996 revision training workshop began in September 1997.

The diploma programme contains 10 modules divided in 47 "Units Value" (UV) and one pre-professional course of 45 days. The co-ordination of this training is the responsibility of module co-ordinators under the supervision of the Head Office of Training and Courses at EFG. Some of our teachers are national and permanent, both African and from the French and Netherlands' Technical Assistance programs, but national and international consultants also assist the College.

**The modules are as follows:**

### **Module 1 Living world and environment**

- UV1 Description of the environment
- UV2 Overview and systematic description on animal reign
- UV3 Mammals
- UV4 Birds and reptiles
- UV5 Botany and systematic
- UV6 Relations between environment and plants
- UV7 Relations between environment and animals

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## **Module 2 Ecosystems management techniques**

- UV1 Statistics
- UV2 Teledetection, Topography and GIS
- UV3 Infrastructures management
- UV4 Vegetation inventory
- UV5 Fauna inventory
- UV6 Computer science

## **Module 3 Savannah and arid ecosystems knowledge**

- UV1 Plant Ecology I
- UV2 Animal Ecology I
- UV3 Animal physiology
- UV4 Mammology I
- UV5 Ornithology II

## **Module 4 Protected Areas Management I**

- UV1 Overview on protected areas
- UV2 Legislation
- UV3 Administrative practices
- UV4 Health, First Aid and Sport
- UV5 Mechanic
- UV6 Arms and Discipline

## **Module 5 Conservation and sustainable utilisation of fauna and other natural resources**

- UV1 Economy
- UV2 Taxidermy
- UV3 Tourism
- UV4 Principles and Methods in Participatory approach I

## **Module 6 Management of Humid Zones**

- UV1 Characteristics and Typology of Humid Zones
- UV2 Utilisation and management of Humid Zones
- UV3 Humid Zones Fauna
- UV4 Fishing

## **Module 7 Management of Protected Areas II**

- UV1 Planing in Protected Areas
- UV2 Conventions
- UV3 Animals pathology
- UV4 Environmental Education
- UV5 Principles and Methods in Participatory approach II
- UV6 Zoological gardens

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### **Module 8 Forests ecosystems knowledge**

- UV1 Plant Ecology II
- UV2 Forest environment management
- UV3 Mammology II
- UV4 Ornithology II

### **Module 9 Fauna and other natural resources Management**

- UV1 Pasturage Management
- UV2 Animal Ecology II
- UV3 Ornithology III
- UV4 Fauna inventory II
- UV5 Business
- UV6 Taxidermy II
- UV7 Cynegetic

### **Module 10 Pre - professional course of 45 days**

Contrary to past years, the School is nearing a process to open its doors to non-African students, individuals from the private sector and other professional groups and to enlarge its collaboration to other similar structures. Another target group focuses on representatives of conservation projects and guards trained or recycled at EFG. This is the reason why the School proposed in September 1997 a new training by modules.

The School looks to open short training for graduate conservationists coming from miscellaneous universities.

Besides the normal training program, the school developed the recycling programs for its former students. An effective group of 30 to 40 former students, divided in two geographical zones (West Africa and North in one side and Central Africa and Madagascar in the other) are being recycled every year. The Netherlands supports this Program.

We have engaged reflection with some funding target groups so that the School can trained the agents directly on their field.

Concerning institutional arrangements, a revised and finalised project of our status has been sent to the guardianship for approval and signature.

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## MODULAR PROGRAMME OF TEACHING SINCE SEPTEMBER 1997, IN RELATION TO THE BUSHMEAT PROBLEM.

**HATUNGIMANA Etienne**, in charge of the pedagogic commission for Garoua Wildlife College (EFG) on the Bushmeat problem in collaboration with **Jean.Y. Monval** and **Louis Tsague**. EFG  
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### INTRODUCTION :

Within the modules taught at EFG, many lessons are directly or indirectly linked to the bushmeat problem. The modules regularly taught include:

- 1- The living world and its environment
- 2- Knowledge of aridity and savannah ecosystems
- 3- Knowledge of forestry ecosystems
- 4- Ecosystem management techniques
- 5- Sustainable usage and conservation of wildlife and other natural resources
- 6- Management and conservation of humid zones
- 7- Management of protected areas I
- 8- Management of protected areas II.
- 9- Management of wildlife and other natural resources.
- 10- Professional internship of 45 days.

Following is a presentation of the hourly volume for each lesson. We then give more weight to the training course report made by each student at the end of the 1st year of the training.

### THE BULK OF ALL THE CLASSES PERHOUR (2001-2003 Promotion)

		Theory	TP - TD	Field	TOTAL
<b><i>Module 1: The living world and its environment</i></b>					
UV.1:	Physical characteristics of the environment	16	10	8	34
UV.2:	Systematics and generalities of Animal Kingdom	30	6	6	42
<b>UV.3:</b>	<b>Mammals</b>	<b>20</b>	<b>4</b>	<b>6</b>	<b>30</b>
UV.4:	Reptiles and Birds	16	8	6	30
UV.5:	Systematics and Botany	20	20	10	50
UV.6:	Relation between plants and the environment	20	4	6	30
<b>UV.7:</b>	<b>Relation between animals and the environment</b>	<b>20</b>	<b>4</b>	<b>6</b>	<b>30</b>
<b>Total:</b>		<b>142</b>	<b>56</b>	<b>48</b>	<b>246</b>

<b>Module 2: Techniques of ecosystem management (TAE)</b>					
UV1:	Statistics	20	10		30
UV2:	SIG and Teledetection	34	14	6	50
UV3:	Infrastructure Management	18	6	6	30
UV4:	Vegetation inventory.	12	20	12	44
UV5:	Wildlife inventory I	20	16	14	50
UV6:	Computer sciences.	12	26		40
<b>Total:</b>		<b>114</b>	<b>92</b>	<b>38</b>	<b>244</b>
<b>Module 3 : Knowledge of arid and savanna ecosystems (ESA).</b>					
UV1:	Vegetation ecology (I)	30	4	6	40
UV2:	Animal ecology (I)	14	10	6	30
<b>UV3:</b>	<b>Animal physiology</b>	<b>18</b>	<b>6</b>	<b>6</b>	<b>30</b>
<b>UV4:</b>	<b>Mammals (I)</b>	<b>28</b>	<b>10</b>	<b>12</b>	<b>50</b>
UV5:	Ornithology (I)	20	10	16	36
<b>Total:</b>		<b>110</b>	<b>40</b>	<b>36</b>	<b>186</b>
<b>Module 4: Fitting and Management of predicted Areas I. (GAPI).</b>					
UV1:	Generalities on protected areas	20	10	6	40
<b>UV2:</b>	<b>Legislation (on wildlife/weapons/juridical procedures)</b>	<b>30</b>	<b>10</b>		<b>40</b>
UV3:	Administrative practices.	12	8		20
UV4:	Health: sports and first aid	20	26		50
UV5:	Servicing of mechanic engines	10	20		30
UV6:	Close order and discipline.	20			20
<b>UV7:</b>	<b>Military arms and field instruction</b>		<b>25</b>		<b>25</b>
<b>Total:</b>		<b>120</b>	<b>99</b>	<b>6</b>	<b>225</b>
<b>Module 5: Conservation and durable usage of the fauna and other Natural resources (CRN).</b>					
<b>Module 6: Management and conservation of Damp areas (CHZ)</b>					
UV1:	Characteristics and typology of protected areas	20	6	4	30
UV2:	Wildlife of humid zones	20	6	4	30
UV3:	Ichthyology and fishing	30	10	6	50
<b>UV4:</b>	<b>Usage and management of humid zones</b>	<b>20</b>	<b>4</b>	<b>6</b>	<b>30</b>
<b>Total:</b>		<b>94</b>	<b>24</b>	<b>22</b>	<b>140</b>
<b>Module 7 Fitting and management of protected areas II ( GAPII).</b>					
UV1:	Planning in protected areas.	20	14	6	40
<b>UV2:</b>	<b>Conventions, particularly CITES</b>	<b>10</b>	<b>20</b>		<b>30</b>
<b>UV3:</b>	<b>Synergetic</b>	<b>20</b>	<b>20</b>	<b>6</b>	<b>40</b>
UV4:	Environmental education	20	4	6	30
UV5:	Methodology and principles of a participatory approach II	12	4	4	20
UV6:	Enterprises	20	10		30
<b>Total:</b>		<b>102</b>	<b>72</b>	<b>22</b>	<b>196</b>

<b>Module 8 Learning of forestry ecosystems</b>					
UV1:	Vegetation ecology II	12	4	4	20
UV2:	Management of the forestry environment (forestry economy).	14	10	6	30
UV3:	Mammals II.	22	12	6	40
UV4:	Ornithology II.	20	4	6	30
Total:		68	30	22	120
<b>Module 9: Management of wildlife and of other natural resources. (GAF)</b>					
UV1:	Management of pastures	30	10	4	46
UV2:	Wildlife ecology II	20	14	6	40
UV3:	Ornithology III	20	4	6	30
UV4:	Wildlife inventory II	12	16	12	40
UV5:	Zoological gardens	34	10	6	50
UV6:	Taxidermy II	24	16		40
UV7:	Animal pathology	24	10	6	40
Total:		164	80	42	286
<b>Module 10: 45 days pre-professional training course.</b>					

One should notice that some teaching units (UV) are entirely focused on bushmeat whereas some others are partially focused on it. The volume of instructional hours in relation to bushmeat is about 30% of the total instructional hours, in exception of the training course.

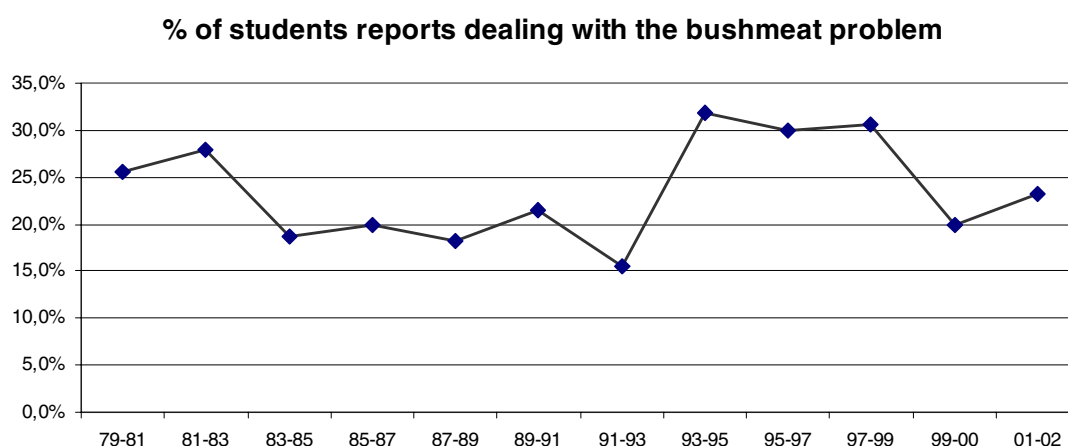
## **TAKING UP THE BUSHMEAT PROBLEM IN PROFESSIONAL STAGES**

An analysis of professional training course reports of students since the 79-81 promotions was carried out. Training courses more or less in relation with the bushmeat problem were sorted out without taking into consideration those focused on fishing. Including the ongoing promotion, 125 of 1543 subjects of the training courses are more or less directly linked to the bushmeat problem.

The expression "bushmeat", (or "hunting" or "game") is found just few times (n= 8) in titles of the training course's subjects where the expression "natural resources" is more frequently found (n = 12), as is "wildlife protein" (n = 8). The most frequent expressions in the titles are "hunting" (n = 25), "poaching" (n = 21) and "synergetic" (n = 9). All this seems to show that in many reports, this bushmeat problem and its commercialization, while not the main subject of the training course, however represents a theme appearing as important enough in the students' work. At last, a dozen subjects touch on the husbandry of wildlife.

The evolution throughout time of the percentage of training course's subjects dealing with bushmeat is shown in the following graphic. We then notice that this problematic has been dealt with in a relatively important way. Since the 1970s, the student reports that deal with this subject changes from 15 up to 30%. In the middle of the 1990s, the very time when the bushmeat problem had particularly been "en vogue," this subject was addressed in one of every three student reports.





**The geographic variation** of these student report percentages in relation to bushmeat has also been examined (see map). Very clearly, the bushmeat problem has been examined by students from Central and West African countries and, more particularly, in countries with large tracts of existing forests. Countries where the proportion of reports dealing with the bushmeat problem is greatest are: Cameroon, Gabon and Central African Republic (CAR). This percentage is also high in Benin and Ivory Coast, partly because of the relatively large number of students concerned with wildlife husbandry. This proportion is less important in countries located in the Sudano-Sahelian region or more purely in Sahelian countries.

This geographic distribution reflects other trends that parallel studies have demonstrated: it is evident that Central African is now the centre of this problem (Wilkie & Carpenter 1999). The distribution of reports' subjects can be explained as a reflection of the real situation on the field or as a response (generally an informative component) brought by the student to problems promoted by other means or probably both of them.

**Succinct analysis :** Because of the lack of time, only one example of these reports has been able to be studied in details. We have focused our interest on the types of results shown, in relation to the bushmeat problem, on reasons used to explain these results and on solutions put forward.

**Location of studies :** Studies related to bushmeat are in a majority realized in or around protected areas (National parks, reserves, etc.). But a good number of them have been conducted in urban areas (Bangui, Brazzaville, Libreville, Yaoundé, etc.) the principal location of bushmeat commerce. We can equally notice that three supplementary studies will take place this summer in Issia (Ivory Coast), Libreville (Gabon) and Kinshasa (DRC). Field research has often been associated or realized in the context of a broader conservation project. (ECOFAC, Korup project, etc.). For instance, a good number of student reports have been realized according to the request of some of those projects.

**Types of hunting :** The majority of reports analysed take note of an increasing trade of bushmeat. Many reports conducted in the bush mention an opposition between traditional subsistence hunting (for food or cultural practices) and the rapid development of poaching with a commercial goal. The material used for this activity has been greatly perfected. We notice a modernisation of weapons and a general use of steel cables.

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**Reasons put forward :** The reasons most frequently noted in this increase of commercial poaching activity stems from trade depression (decrease in income from other products, unemployment, etc), the lack of alternative sources of proteins (especially in the forest) and the easy access to remote places, through the development of new ways of communication linked to activities like forest activity and opencast mine's activity. Available profits due to the bushmeat trade are big and the operation is easy because it doesn't require a big investment.

Although many reports show that poaching for commercial goals concerns all the social categories, a certain number of it frames which have a profile of "facilitators" of the bushmeat commerce. The heads of this commercial exploitation of bushmeat are often noted to be influential members of the society (administration managers, soldiers, etc.) possessing weapons authorizations and using public resources to conduct these illicit activities. A constant of all the research conducted in the bush is the weakness of the staff in charge of anti-poaching and their lack of capacity. The trade has practically always had an origin in illegal activity (poaching). Nevertheless, it is important to note that, in some countries, the bushmeat trade is (or was) legal.

**Scientific results :** In many cases, these student reports bring forth original information either on the profile of poachers or on the commercial trade routes or the prices of bushmeat. That original information certainly has contributed to the knowledge base on bushmeat in Africa; and some have contributed to technical reports. Moreover, many of these publications have been in the context of international conservation projects.

**Solutions :** In the majority of cases students have proposed to increase the number of anti-poaching staff, their training, and their equipment. "Public awareness" is equally a constant and so is the implication of the local population in the management of natural resources, particularly in or around the protected areas. Cooperation between different administrations or state services is often mentioned as a key factor in the success of the fight against poaching.

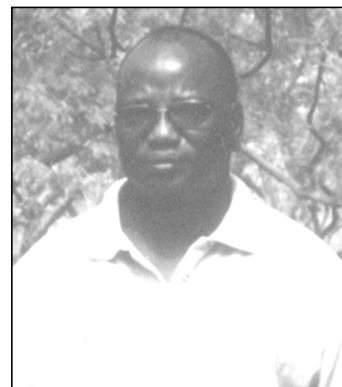
In conclusion, we can say that about one in five students at EFG has faced the bushmeat problem and its commercialisation. This confrontation has however often faced in field studies which did not themselves directly target this problem. **The development of a course on this problem would better permit students to organise their studies on the topic of the commercialisation of bushmeat and its impact on wildlife. A bushmeat module could also provide opportunities to consider a process for setting up a system of research on the intensity of this activities as well as the effectiveness of solutions proposed to counteract the illegal trade.**

Wilkie.D.S and Carpenter.J.F. 1999. Bush meat in the congo Basin: an assessment of impacts and options for mitigation, Biodiversity and conservation 8: 927 - 955, 1999.P. 927 - 955.

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## **THE COLLEGE OF AFRICAN WILDLIFE MANAGEMENT, MWEKA, TANZANIA**

**Deo Gracias M. Gamassa**, Principal, CAWM,  
PO BOX 3031, Moshi Tanzania; Email : [dmg@mwekawildlife.ac.tz](mailto:dmg@mwekawildlife.ac.tz)



### **The College's Vision**

This vision of the College of African Wildlife Management is to be a centre of excellence in providing professional and technical training and research and consultancy services to meet the challenges of African countries managing wildlife and conserving biodiversity to sustainably derive maximum benefits from conservation.

### **The College's History and Geography**

- Founded in 1963
- Initial intake of 25 students from 5 countries
- Located on slopes of Mt Kilimanjaro
- Easily accessible by road and air
- Close to world famous protected areas (Serengeti, Kilimanjaro, Ngorongoro, Lake Manyara, Arusha Tarangire, Mkomazi)

### **The College's Achievements**

- Sasakawa Global Award for Conservation 1986
- EAC and SADC recognition
- Training over 2,500 wildlife managers from 26 African and 16 non-African countries
- Providing consultancy services to Wildlife Divisions, Conservation Agencies and UNDP
- Four decades as the field leader
- Modern dynamic training institution focused on the needs of contemporary wildlife management

### **Mandates**

- Provide technical and professional training in African Wildlife Conservation and Management
- Provide research and consultancy services in applied wildlife conservation and management.

### **The Course Programmes**

#### **Long Courses**

- Special Course (1 year)
- Certificate course (1 year)
- Diploma course (2 years)
- Advanced Diploma course (3 years)
- Postgraduate Diploma course (1 year)

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## Short Course

- Modular courses (2-4 weeks)
- Short courses (2-12 weeks)
- Commissioned courses (2-4 weeks)
- Outreach courses (2-4 weeks)

## Course fee structure

Long courses fees person/year

- Tanzanian Students US\$ 3,125
- Non Tanzanian students US\$ 6,000

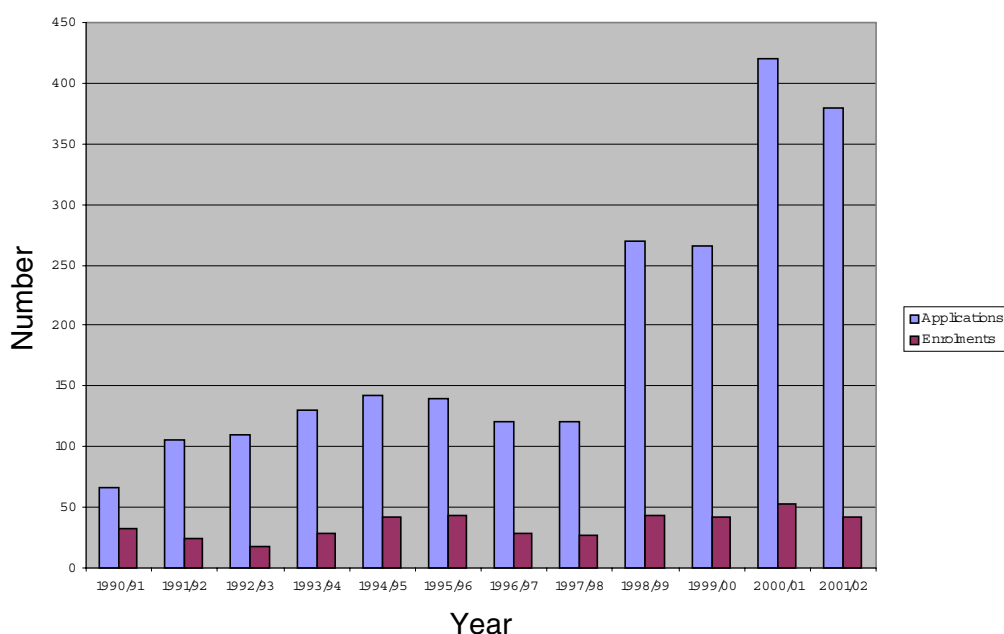
Short course fees person/week

- Modular courses US\$ 250
- Short courses US\$ 450
- Commissioned courses US\$ 450
- Outreach US\$ 250

## Training Demand

- Applications for key most popular courses increased more than five fold over ten years.
  - \* Certificate from 66 applications in 1990/1991, to 420 in 2000/2001
  - \* Diploma from 50 applications in 1990/1991, to 280 in 2000/2001
- Most popular long courses more than eight times over subscribed in 2001/2002.
  - \* Certificate 42 admissions out of 380 applications.
  - \* Diploma 36 admissions out of 295 applications.

**Applications and Enrolments for Certificate 1990-2001**



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## **Training Demand - A Clear Trend**

### **Challenges**

- Declining scholarship funding
  - Lack of financial sustainability
  - Rapid changes in wildlife management practices in Africa
  - Devolution of wildlife management to local authorities, communities, private sector, NGOs, CBOs
  - Benefits beyond boundaries
  - Biodiversity conservation and sustainable development
- Politics of wildlife conservation and management

### **Managing Challenges**

- Build financial viability to sustain quality training
  - \* Business plan (2000-2004)
  - \* Fund raising
  - \* Block modular training
- Institutional strengthening programme
  - \* Expansion and upgrading of training infrastructure and facilities
  - \* Provision of demand driven training
  - \* Development of short course unit
  - \* Revision of College fees
  - \* Improved remuneration
  - \* Organisation right-sizing
  - \* Capacity building

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## **THE SOUTHERN AFRICAN WILDLIFE COLLEGE, SOUTH AFRICA**

**S.G. Greyling**, Executive Director, SAWC, Private Bag X3015, Hoedspruit 1380, South Africa;  
email: fgreyling@sawc.org.za

Thank you for taking time to familiarise yourself with the Southern African Wildlife College's training programs. This document will provide you with :

- Useful information about the College, its facilities and training philosophy.
- Contact details should you require any additional information on the College or training courses.

### **1. MISSION STATEMENT**

To provide natural heritage managers from Africa, in co-operation with \*stakeholders, with the motivation and relevant skills to manage their areas and associated wildlife populations sustainably and in a culturally accepted manner.

- Major stakeholders are local communities, conservation agencies and the tourism and hospitality sectors.

### **2. KEY STRATEGIES**

- To provide and develop high quality, informative and inspiring courses for natural heritage managers and other interested parties.
- To strive for recognition as a regional rather than a national institution by working closely with other Southern African training initiatives.
- To provide accreditation of training courses that will attain recognition in their own right but will also complement and link into the spectrum of protected area natural resource management training options available in Southern Africa.
- Use training as a vehicle for the exchange of ideas, information and expertise in order to promote co-operation between conservation organisations and cultures.
- Be a dynamic, flexible and service-orientated organisation, which aims to become a role model for socially and environmentally responsible development.
- Promote an integrated approach to the management of natural resource and protected areas that is appropriate to Africa, focusing especially on the role of local communities and other stakeholders in the sustainable management of resources.

### **3. THE TRAINING PHILOSOPHY**

Training plays a pivotal role in terms of rehabilitating and sustaining wildlife areas. One of the fundamental strategies of the Southern African Wildlife College is to create a new generation of managers who are equipped to deal with the key challenges facing protected area management. Closely linked with the training of protected area managers is the role that nature-based tourism is set to play in socio-economic development of Southern Africa; and in turn bringing larger areas under protected area management. The College is poised to assist with the training of managers

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required for broader Trans-Frontier Conservation Areas, which will further open and link Africa's existing protected area network. It is imperative that managers of these areas are adequately trained for the task of custodianship of Africa's dwindling, yet ever-important wildlife populations and other natural resources, and that a high priority is placed on doing so in co-operation with local communities. In recognition of the important role that local communities will play in the sustainable management of natural resources, the College is actively involved in capacity building at the community level.

The College also aims to provide courses that will open career opportunities for existing personnel who do not have formal qualifications to become protected area natural resource managers. Thus, the necessary bridging skills will be provided so that these managers may return to their places of work equipped with the means to manage their areas efficiently and effectively. Thus playing a pivotal role in ensuring that the use of our renewable natural resources for the benefit of all is sustainable.

At the Southern African Wildlife College we know that the most effective training combines action with reflection. Our training perspective encourages mentors and students alike to embrace different ways of learning. The courses we offer are characterised by a hands-on, practical and highly participatory approach, which is complemented by group discussions and lecture sessions. Training interventions generally evolve around the diverse practical field experiences of both trainers and students. This allows students to apply knowledge to their workplace, thereby not only benefiting themselves but also their individual organisations and their local communities.

#### **4. THE TRAINING INITIATIVE**

The training offered by the Southern African Wildlife College focuses on protected and area natural resource managers from Southern Africa who are already in the service of conservation and environmental agencies. This training initiative should be seen as complementary to other training institutions and is aimed at improving performance in the field. The emphasis is on practical, hands-on skills, rather than using a strictly academic or theoretical approach.

Unlike other training institutions the College does not employ a large permanent staff, but contracts in relevant training expertise for short periods of time (2 days -3 weeks) to present specific modules. The lecturers and/or trainers are selected from a large pool of natural resource management expertise within the Southern African environmental and conservation agencies as well as from the private sector. Our approach is to contract in practising professionals with the relevant experience, to ensure that the training is as practical and relevant as possible. Our course methodology focuses on outcomes-based instruction, which will ensure improved performance of employees on return to their workstations.

The College is working closely with other training institutions in Southern Africa such as the Technikons, Colleges and Universities, to ensure maximum flexibility of career path whilst at the same time providing courses that closely meet the needs of protected area managers in the workplace. All courses at the College have been developed in close liaison with conservation agencies and where appropriate in South Africa, will be aligned to the National Qualifications Framework (NQF) to facilitate national accreditation. The NQF is a new South African education and training system, which aims to introduce a standardised set of national qualifications for each industry. The

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College has already been granted the Interim Accreditation by THETA (Tourism, Hospitality and Sport, Education and Training Authority).

Apart from the Certificate and Diploma Courses, which cover a broad range of conservation management skills and are highly modular, the College also offers a range of specialist Short Courses which include a wide spectrum of wildlife management, nature-based tourism, community-based natural resource management and environmentally-related topics. These courses are aimed at improving all-round performance and understanding of a much broader spectrum of community members. Custom-made Short Courses can also be developed for those organisations wanting specialist training courses designed to meet specific needs. The College can also provide an appropriate venue for environmentally related training courses and meetings.

## **5. LOCATION**

The College is situated in a natural Lowveld environment having access to conservation training areas both on site and in close proximity to the site that is situated in a Contractual Park. The College gate is located 10km west of the Orpen Gate to the Kruger National Park; the College itself is 2km north on a good gravel road. Regular flights serve Hoedspruit (Eastgate) (40mins), Phalaborwa (75mins) and Nelspruit airports (150mins away). College transport can be provided for certain flights at a reasonable fee. Alternatively car rentals are available at all of these airports.



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## **SUPPLEMENTARY REMARKS FROM PLENARY DISCUSSIONS**

**Presentation N°1:** A general look at the problems of Bushmeat by (Mr. BIHINI) UICN.

In regards to the problems of bushmeat IUCN has developed joint management curriculum in the following schools: ECOLE DE FAUNE DE GAROUA, Ecole des Eaux et Forêts de Mbal Mayo et du Gabon, University of Dschang. IUCN equally has activities on the follow-up of Elephants and helps in the CEFDHAC and OFSAC.

**Presentation N°2 :** the representative of Director of Wildlife of MINEF (Mr. Gilles ETOGA)

The new vision of the Cameroon government in the respect to the management of wildlife and other natural resources is to create a special office. This office will be principally in charge of protected area management. This unit will have the advantages of being autonomous and therefore it will be able to develop research activities and collect data on bushmeat through the EFG being scientific unit of the ministry.

Cameroon government in the past years put in much efforts in anti-poaching by collaborating with the local population in the management of natural resources.

**Presentation N°3 :** Recent initiatives on Bushmeat in central Africa (By AGNANGNA)

There are existing rules on wildlife management in the forestry zones. But, these rules are not more respected. In the efforts to apply these rules it has become an international problem. If these rules are not in execution this is because of lack of finance.

**Presentation N°4 :** Bushmeat, traditional knowledge and conflict resolution (Joel Kiyulu).

In the problems of bushmeat, there are two important aspects to be taken into consideration

- How to reconcile traditional knowledge and scientific knowledge.
- How to resolve conflicts on bushmeat

To resolve these problems, we have to proceed by the formation of the group taking into consideration their ethnical background.

**Presentation n°5 :** The role of BCTF in the training

After the Washington meeting during which the question of education was discussed, BCTF take resolution to work in three fundamental domains:

- Training and education
- Sensibilization of Americans people in Zoo problems
- Working with local communities

Thus, the work of BCTF with African regional wildlife began with the support of USAID.

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### **Presentation n° 6 : ERAIFT**

The Director of ERAIFT had given the canneva to follow-up for the elaboration of Bushmeat training curriculum. It's consisting by definition of training objectives for each sequence, session or seat. The methodology and tools to use were also proposed.

### **Presentation n° 7 : CAWM**

The wildlife college of Mweka revised his curriculum and updated his infrastructure in the demand of countries that utilise her trainees.

This demand was justify by:

- creation fauna reserves
- responsibilities given to the local communities
- the quality of the training

The cost of the training is between 6000 and 7000 \$ for the strangers and 3000 \$ for the Tanzanians people.

### **Presentation n° 8 : SAWC**

The philosophy of the college is to train and educate everyone who work in the management of protected area. The training is done in different level to insure a complementary need.

### **Presentation n° 9 : Director of Wildlife College of Garoua**

The presentation given the reasons of the creation of Garoua Wildlife College. After this, the Director present the EFG curriculum. We remember that the EFG curriculum contain 10 modules of training with one module of mead professional probation.

In this curriculum, the courses in relation with the bushmeat problem are dispersal in the 10 module.

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## **THE BUSHMEAT CRISIS IN WEST AND CENTRAL AFRICA: THE STRENGTH AND THE WEAKNESSES OF WILDLIFE PERSONNEL TO CURB THE CRISIS. A CASE STUDY OF CAMEROON**

**Samuel FOPA**, Bushmeat Crisis Discussion Group-Cameroon.  
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Africa's wildlife is vanishing due to poaching, encroachment onto Protected Areas, degradation of habitat and the illegal killing of animals as a source of food and cash income just to mention the few. The effects of these actions are neither understood nor appreciated by most individuals, worse by most officers who are supposed to be custodians of wildlife.

Since the inception of the Bushmeat Crisis Discussion Group-Cameroon (BCDG) in July 2001, the organization has been engaged in educating the Cameroon public and raising awareness of the magnitude of the bushmeat crisis through the following means:

- Creation of wildlife Clubs in secondary schools to assist and guide the children with the aim of instilling appreciation for wildlife conservation
- The use of rural radios to sensitize the public on the crisis
- Organisation of discussion groups and informative meetings

We use these means to address the problems and to attempt solutions to the bushmeat crisis in Cameroon.

After several meetings held with students, rural and urban communities, we discovered a great lack of awareness as far as the issue is concerned. However challenging the issue may be, there is always a general belief that wildlife resources are inexhaustible. This is certainly where the problem is.

People do not understand that it is a warning sign when they must go into the depth of the forest to find animals to hunt; neither does the urban population understand that an ever-growing demand for bushmeat might cause a progressive depletion, or an eminent extinction of our wildlife.

We have organized so far 10 informative meetings with communities in the west and northwest provinces of Cameroon. Professionals from MINEF have always been invited to take part in the discussions. Usually the wildlife law is quoted to explain to participants why they are chased from wildlife areas, why they are forbidden to hunt, and of course why their bushmeat has to be confiscated. Whatever response they get from the wildlife law, it is considered insufficient because the arguments are not enforced enough to alter poachers from their activities.

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The Bushmeat Crisis Discussion Group-Cameroon finally came out with the following strategy:

- To present a clear view of the economic value of wildlife to the public
- To explain the health issues related to the bushmeat consumption
- To discourage the sales of bushmeat out of the catchment areas from which animals are taken
- To identify and diffuse substitutes sources of proteins for bushmeat

I attended a workshop in Naivasha, Kenya in June 2001, where I presented a paper titled: "About Bushmeat Crisis in sub-Saharan Africa". The workshop was organized by the German Foundation for International Development (DSE) for its scholars, wildlife professionals at the College of African Wildlife Management-Mweka, Tanzania. In all of these, my colleagues from the East and Southern Africa never understood what I meant by "bushmeat"; they know only of "wild meat". They never understood that hunting wild animals for commercial purposes was a damage to wildlife until I cited the case of northern Serengeti in Tanzania where 4,500 resident herbivores and 111,695 migratory herbivores were been killed annually by bushmeat hunters; around Tsavo East National Park in Kenya where 2/3 of the bushmeat supplies in Kitui district come from. Also in the cities of Maputo in Mozambique and Lusaka in Zambia where Hippo and Zebra meat are found in the black markets.

The other colleagues from Cameroon and Ghana obviously knew what I was talking about but never considered it as a danger to wildlife. From the little experience gathered, could we say that African wildlife personnel trained in African wildlife colleges lack convincing arguments to demonstrate that the present harvest rates are unsustainable?

My opinion however, is that wildlife officers and all the other people involved in wildlife conservation need knowledge and skills to be allowed to identify and demonstrate to their various communities the economic impacts of wildlife in their areas. They should be able to expose the horrors, the dangers and the cruelty afflicted on animals in the wild, and they should have the ability to explain health issues relating to bushmeat consumption.

The activities of the Bushmeat Crisis Discussion Group have come out with positive reactions. In the areas where discussions have been held for example, some individuals have shown negative reactions to the eating of bushmeat due to the outbreak of zoonosis.

Bushmeat consumers and local hunters are not aware of the threats facing wildlife. They lack information and education on conservation of species. The training of wildlife personnels should take these into consideration.

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## **REPORT OF WORKING GROUP 1: ANTI-POACHING STRATEGIES IN A CHANGING INSTITUTIONAL ENVIRONNEMENT**

Members : **Etienne HATUNGIMANA** (EFG, Cameroun), **Deo-Gratias GAMASSA** (Mweka Tanzania), **Marcellin AGNAGNA** (CITES Bushmeat Working Group, Republic of Congo), **Gilles ETOGA** (MINEF, Cameroun), **Joseph NGA** (Consultant, Cameroun/ USA).

President : **Deo-Gratias GAMASSA**

Reporters : **Joseph NGA** and **Etienne HATUNGIMANA**

### **I. REVIEW OF THE COURSE OUTLINE**

We examined how anti-poaching activities could be taken into account into institution curricula changes.

Our target group: we focused on illegal commercial hunters (not local hunters) because different enforcement mechanisms were required: for instance commercial hunting needs more law enforcement and repression while local hunters and consumers may need nutritional and economic alternatives.

The focus on illegal commercial hunting is justified because it leads to a significant reduction of wildlife populations. With "institution" we are referring to wildlife colleges and other institutions such as wildlife departments that use the expertise of trainees.

We reviewed a general outline for the anti-poaching training :

-1 Our rationale for prioritising levels of participants was based on those who directly interact with poachers on the field. We suggested Park and Reserve Conservators and others provincial and national staff directly organizing anti-poaching activities on the field as our primary group;

- 2 Provincial and ministerial (administrative managers directing and coordinating anti-poaching activities are the second group

- 3 Training of trainers (third group) if we want to be sustainable we need to train trainers who could then replicate capacity building in anti-poaching activities.

- Duration of the course: in our opinion, 3 weeks were reasonable (of which 10 effective training days and 1 week for travel and administrative matters; Anti-poaching training will take about 16 hours.
- Participants per training: We recommended 15-25 based on the experience of previous short courses at the Wildlife Colleges in Garoua and Mweka.

**Place** : Garoua Wildlife College is convenient because of available infrastructure and technical

expertise. The college can move the course to a forest region if need arises.

**Training time :** We suggested that the first course could take place by June 2003 or as soon as the course modules and funding were ready.

**How often should these courses occur?** We suggested yearly training sessions in order to increase the number of trainees.

## II REVIEW TRAINING REQUIREMENTS FOR THE TARGET GROUPS

<i>NEEDS ASSESMENT</i>		
<b>COMPETENCE UNDER ANALYSIS:</b> <b>How a warden can use Knowledge of Wildlife legislation, skilfully, with a positive attitude that leads to success.</b>		
<p><b>Present level</b></p> <p><i>Knowledge component</i>  Most conservators generally have some good knowledge of wildlife legislation</p> <p><i>Skills component</i>  Relatively acceptable skills in implementing wildlife legislation</p> <p><i>Attitude component</i>  Somewhat reasonable during anti-poaching activities</p>	<p><b>Desired level</b></p> <p><i>Knowledge component</i>  - Enhanced knowledge of wildlife legislation  - Better understanding of apprehending and arresting procedures</p> <p><i>Skills component</i>  - Good ability open/covered investigation during Bushmeat Intelligence Gathering.  - Ability to collect data and monitor bushmeat dynamics</p> <p><i>Attitude component</i>  Appropriate tact, confidence and respect of human rights during anti-poaching activities</p>	
<b>SMART TRAINING Objectives</b>		
<p><b>Knowledge</b>  To be able to understand wildlife laws and enforcement mechanisms</p>	<p><b>Skills</b>  To be able to implement laws with appropriate procedures</p>	<p><b>Attitude</b>  Attitude shift that are positive and productive leading to success</p>

### III REVIEW EXISTING CURRICULUM

(based on Knowledge/Skill/Attitude Garoua Curriculum)

**Theme :** Anti-poaching links to Institutional changes

**Objectives :** Enhance the capacity of Conservators and Wildlife Managers to understand, interpret and implement wildlife management laws

#### Course Structure :

Based on the three-component matrix of knowledge, skills and attitude, the following subject areas were identified among others

Classroom lecturing		
<i>Knowledge</i>	<i>Classroom cases</i>	<i>Field</i>
<ul style="list-style-type: none"> <li>- Identification of mammals</li> <li>- Legislation</li> <li>- International Conventions</li> <li>- Ballistics</li> <li>- Ornithology (bird identification)</li> <li>- Wildlife economics</li> </ul>	<ul style="list-style-type: none"> <li>- theory</li> <li>- theory</li> <li>- just theory on CITES</li> <li>- theory</li> <li>- theory /slides/ taxidermy specimens</li> <li>- theory</li> </ul>	<ul style="list-style-type: none"> <li>- Field identification</li> <li>- Court visit</li> <li>- No field component</li> <li>- Field shooting</li> <li>- Bird observation</li> <li>- Field visits in hunting zones</li> </ul>
<i>Skills</i>		
<ul style="list-style-type: none"> <li>• Protected areas management</li> <li>• Investigation/ bushmeat Intelligence gathering</li> <li>• Identification of reptiles</li> </ul>	<p>Theory</p> <p>Theoretical concepts</p> <p>Theory/slides</p>	<ul style="list-style-type: none"> <li>- Visits to NPKs /discussion with conservators</li> <li>- Field practice</li> <li>- Field observation</li> </ul>

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## IV DEVELOPMENT OF TRAINING SESSION

A (see Session Design Worksheet)

- **Objective:** To enhance the capacity of conservators and wildlife managers to understand, interpret and implement wildlife Management Laws
- **Structure:** Knowledge and Skill based courses, positive attitude enhancing courses
- **Methods:** Lectures, case studies, role plays audio visual didactic material and discussion with actors are training techniques that would enhance the knowledge, skills and positive attitudes in Conservators
- **Monitoring & Evaluation will be done through:**
  - \* End of training evaluation through questionnaires to trainees for immediate feedback on possible improvements of training program
  - \* Trace studies through questionnaires to trainees (after 6 months or year) about their use of the knowledge and skills acquired from the course
  - \* Inquiries from employers about the professional performance of trainees to see if expected objectives were met.
- Communication of experiences will be done through newsletters, Internet postings, and the local and national medias

### **B Elements for their integration into a comprehensive course**

Monitoring & evaluation mechanisms will be vital component of a comprehensive course in order to ensure sustainability and follow up



## SESSION DESIGN

### OBJECTIVES :

**To enhance the capacity of Conservators and wildlife managers for :**

- ❖ **Understanding**
- ❖ **Interpretation and**
- ❖ **Implementation wildlife management laws**

### PROPOSED TRAINING TECHNIQUES

*Knowledge (the conservator must know)*

- \* Wildlife legislation

To enhance knowledge of wildlife legislation, lectures, case studies and discussions with wildlife law enforcement actors on the field will be undertaken

*Skills (examples of what the conservators must be able to do)*

- \* Investigation and Intelligence Gathering on bushmeat poachers
- \* Assisting dialog with communities
- \* assist in the revision of outdated or ineffective legislation

Skills in Investigation and Intelligence Gathering on bushmeat will be installed through lectures, case studies and discussions, role plays and field exercises

Audio visual didactic material on intelligence gathering- (contact Lusaka Agreement Task Force for such audio cassettes)

**A. Attitude (he must show in his work approach to work)**

- \* In anti-poaching activities

Positive attitudes in anti-poaching will be enhanced through lectures on confidence building, apprehending with tact, talks by fields actors such as human rights.

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## STRATEGIC AND PRACTICAL CONSIDERATIONS

- Collaboration with other training institutes such Mweka and South Africa Wildlife Colleges, the LUSAKA Task Force (assists countries in capacity building in wildlife law enforcement, ECOFAC(Ecosystème Forestier de l'Afrique Centrale) and WCS (Wildlife Conservation Society will enhance the quality of the training.
- Potential Instructors:- Wildlife College Instructors, Guest such as Human rights advocates, public law enforcement officers etc., Conservators in active service

Participants suggested universities for collaboration :

- Université O.BONGO LIBREVILLE-GABON
- ECOLE NATIONALE DES EAUX ET FORETS CAP ESTERIAS -GABON
- Université de MASUBU/HAUT OGOUE GABON
- Université d'ABIDJAN ADJAME (COTE D'IVOIRE) - Centre de recherche en écologie)
- Université d'ABIDJAN COCODY (COTE D'IVOIRE) Facultés des sciences
- IPFHB(Institut Polytechnique Félix Houphouët Boigny)
  - \* Ecole supérieure d'Agronomie(ESA)
  - \* Ecole supérieure des Techniques Agricoles (ETA)
- Université de SAINT LOUIS (SENEGAL)
- Université de BANGUI-RCA
- Institut Supérieur de Développement Rural (RCA)
- Université Marien NGOUABI (CONGO)
- Institut Supérieur de Développement Rural (CONGO)
- Ecole Régionale Post Universitaire d'Aménagement et de Gestion Intégrés des Forêts Tropicales (ERAIFT) - RDC
- Université de KINSHASSA
  - \* Faculté des sciences
  - \* Faculté des sciences agronomiques
  - \* CERDAS: (Centre de coordination des recherches et de la documentation en sciences sociales pour l'Afrique subsaharienne)
- Université de Kisangani RDC
- Faculté des sciences agronomiques/Kisangani RDC
- Institut Agronomique de Bengamisa/Kisangani (RDC)
- Université de Lubumbashi RDC

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## **REPORT OF WORKING GROUP 2 : LINKING WITH THE PRIVATE AND PUBLIC SECTOR**

Members : **Robert NDIM** (EFG, Cameroun), **Fanie Greyling** (SAWC, South Africa), **Judith Mashinya** (WWF-USA), **Kenneth Angu Angu** (IUCN, Cameroon) and **Ly Ibrahima** (Consultant IUCN, Senegal)

**Theme** : Linking with the private and public sector, to eradicate the excessive bushmeat exploitation.

**General Objective** : provide participants with the required skills and resources to identify and react to the role the private and public sector plays in the bushmeat crisis.

Relevant groups in Private and public sector where protected area managers should link with to obtain acceptable results:

- 1. Transport sector** : Elimination of private and public transport that carries illegal bush meat
- 2. Restaurants** : Inspection and control of meat products by appropriate legislative actions
- 3. Military** : Reduced supply of arms and ammunition used for killing animals through appropriate legislative actions on weapons. Control on the sales of ammunition by military.
- 4. Professional hunters**, with a source of weapons sometimes resulting in uncontrolled hunting of game exceeding allowed quota
- 5. Logging companies** that open roads deep into the forest, resulting in the transport of meat, destruction of game habitat. Adequate cooperation with and control on foresters' activities could mitigate these impacts.
- 6. Mining / extractive industries** : to introduce strict measurable controls, e.g. by EIA

The economic impact of this uncontrolled use should not be underestimated, resulting in the circulation of money "under the table," thereby undeclared money.

After a brainstorming on the identified private and public sectors directly involved in the bushmeat crisis, the working group decided that the following topics should be drawn up for a training module.

For working with all target groups, communication and negotiation skills are presently insufficient. Moreover for the linking with the logging and hunting companies, considered to be the main agencies influencing the bushmeat crisis in the subregion, more specific knowledge is needed.

### **I. NEGOTIATION SKILLS:**

Desired level (general): To be able to collect information on and identify bushmeat issues and go into a win-win situation with the discussion partners.

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**Required knowledge :**

Compatibility of sectoral policies and legislation  
Problem identification

**Required skills:**

Influence policy makers  
Problem solving

**Required Attitude :**

Confidence  
Self discipline  
Collaborative approach

**Objectives of training session :**

*Knowledge:* Negotiate effectively with various role players

*Skills:* To be able to negotiate successfully on any bushmeat related issue

*Attitude:* Can change from directory to collaborative approach

**Desired level :**

*Knowledge:* Topic Audience interests

*Skills:* Ability to do research and data collection  
Problem solving  
Collective bargaining skills

**Attitude :** Confidence  
Self discipline  
Collaborative approach

A need exists to expose students to relevant negotiations skills in order to enrich their ability to negotiate successfully.

**Course Structure :**

	Classroom lecturing	Classroom cases	Field
<b>Knowledge</b>			
<b>Skills</b>	Research component Negotiations tactics	Role plays in negotiation	
<b>Attitude</b>		Collaborative approach	

A total of 6 hours is considered to be sufficient to deal with these topics

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## II. COMMUNICATION SKILLS

### Required Knowledge :

Stakeholders  
Legislation and politics

### Required Skills :

Negotiation skills  
Participatory skills  
Listening skills  
Need to be adaptive

### Required Attitude :

Presentable  
Self discipline  
Professionalism

### Desired level :

#### Knowledge of :

- Population / Group / Stakeholder
- Language of stakeholder
- Legislation and politics

#### Skills:

- Negotiation skills
- Participatory skills
- Listening skills
- Correct body language
- Need to be adoptive
- Presentation skills / public speaking

#### Attitude:

- Presentable
- Self discipline
- Professional attitude

### Objectives:

**Knowledge:** To equip participants with the required communication skills to be able to communicate with any target group

**Skills:** To be able to adapt to any given situation using the required skills component

**Attitude:** I believe that in order to communicate effectively I should be presentable, self-disciplined and professional.

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	Classroom lecturing	Classroom cases	Field
<b>Knowledge</b>	Techniques of assertiveness		
<b>Skills</b>		Role plays Interviews	
<b>Attitude</b>		Participatory management	

Necessary time: 8 hours

### III. LINKING WITH HUNTING COMPANIES (French: Cynégetique)

#### Required knowledge of :

Hunting permits  
Hunters behaviour  
Weapons handling

#### Required Skills :

Identification of animals  
Hunting permits  
Weapons  
Judicial procedures

#### Required Attitude :

Diplomacy  
Self-confidence

The present performance gap can be closed by Training (KSA) and should be followed by coaching and supervision.

#### Objectives:

**Knowledge:** Have a sound knowledge of all hunting regulations and existing wildlife policies to be able to enforce such

**Skills:** Should be able to enforce legislation and regulations

**Attitudes:** Believe that they have the authority to enforce policies and procedures

	Classroom lecturing	Classroom cases	Field
<b>Knowledge</b>	Dynamics of licensing conditions		
<b>Skills</b>	Procedures & legislation governing the issuing of licenses and weapons	Permit permutations validity vs. fraudeInt	
<b>Attitude</b>		Participatory approach	

Necessary time: 7 hours

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#### IV. LINKING WITH LOGGING CONCESSIONS

Logging concessions play a huge role in the bushmeat crisis via road construction and providing means of transportation

Objectives of the training session: to provide elements with which the participants will be able to carry out an adequate assessment of road control for logging concessions. It is also important to be able to identify and monitor illegal bushmeat extractions by logging companies.

**Knowledge:** Impact of logging on environmental eroding roads and transport

**Skills:** Information gathering, use of intelligence and common sense

**Attitudes:** Participatory management

	Classroom lecturing	Classroom cases	Field
<b>Knowledge</b>	Informative information on operations & legislations  Monetary values	Case study on concession dynamics	
<b>Skills</b>			Environmental Impact Assessment
<b>Attitude</b>		Role plays on participatory approach	

Necessary time: 8 hours

#### V. COURSE REVIEW

Summarized, we propose the following course details:

**Duration :** 12 working days

**Number of participants :** 25

**Target group :** National Park managers (Wardens)

**Place :** Garoua Wildlife College

**Period :** June 2003

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## **GROUP 3 REPORT : URBAN POPULATION AND IMPLICATION AT HIGH LEVEL**

Members : **Stevy OYELE MINILE SAKO** (Ministère Environnement Eaux et Forêts, RCA),  
**Christian Samuel TSAKEM** (WWF Cameroun), **Emmanuel MBOUYO** (MINEF, Cameroun),  
**Shango MUTAMBUE** (ERAIFT RDC), **Ernestine EFFA NTSAME** (DFC GABON),  
**Jean-Yves Mondain-Monval** (EFG).

This group had a general reflection on the targeted group. Considerations was given to different levels. It was noticed that protected area managers has little occasions to communicate with urban people on the problems of bushmeat . In Africa, the urban dwellers or population hardly visit protected areas. The questions was equally asked to know if it is the function or duties of a protected area manager . A half day of synthetic short course on the problem of bushmeat in town could organised for protected area managers.

Sensibilization of the urban populations could be done in two stages:

- the training for trainers
- the trainers in their turn train and inform urban populations through school and different associations
- the implication of those at a high level was finally interpret to refer to directors of technical services,

administrations, provincial and regional delegates, ministers of environment, agriculture and territorial administration etc. including their various chiefs of services or provincial delegates. The group judged it necessary to include magistrates. It should be noted this could equally be trained and sensitise.

**Duration of training** : 10 days for first case, a half to a full day in the second case and 3 days maximum for the third case, mindful of a charged time-table to this category of personnels.

**Number for training** : 25 for the first and third cases. An undetermined number for the second case.

**Date** : From June 2003 for the first case and later for the second and third case.

**Venue** : Ecole de Faune is the must appropriate area for training of trainers.

Examination of specific needs

Because of lack of the time, the group focused more to training for trainers. The level of trainers was cycle "B" of EFG or University diploma or its equivalent

### **Knowledge**

This working group did find out themselves competent to judge potentials of the present students of Ecole de Faune to benefit from this training. They wishes that future students should have a solid experience base knowledge on:

- Conventions, laws, decrees, and other texts referring to wildlife.
- The status of species
- The ecology and management of species
- The ethic of hunting
- The socio-economic of the bushmeat channels and alternatives
- The participative management
- The environmental education



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**Competence:** the group reflected on a certain number of competence which could according to it enriched trainers, by selecting the ones among a list of proposed verbs from a trainer's guide in possession of a group number (UICN): to transmit, educate, listen, communicate, summarise and synthesise.

Something for Attitudes

Flexibility, patience, courage

The group equally discussed much before determining if the training could ameliorate the knowledge, competence or attitudes. If in a unanimous way to answer was "yes" in the case of knowledge, a better half of the group judged that it was not possible to ameliorate the competence nor the attitudes from the training. In the title of example, the case of communication had been examined within a certain time.

### **Evaluation of Garoua Curriculum**

The group felt unfit to correctly evaluate the Ecole de Faune curriculum following the previous presentation on this subject which showed prove of low performance . Simple numbering of the subject (Mammalogy I and II example) was considered not unanimous and truly insufficient. This working group excuse itself if their judgement on this programme is not a reality in general. They believe that if trainees from EFG have a simple judicial knowledge, then in reality what concerns various species (status, ecology, management and hunting technics)) is a necessity. Great importance has to be given to the socio-economic, participatory management and communication in relationship to bushmeat.

This working group first of all had a lengthy discussion to differentiate the meaning of techniques, methods and training tools. It was generally accepted that this training should come out of the traditional habit of classroom lectures. In the previous presentations, it should be noted that nothing clear was mentioned on the teaching methods. This gave a lot misunderstanding to the members of this working group.

### **Knowledge**

Laws and Texts: as was used in the presentation (some members said it was an explanation method and not techniques)

Basic knowledge of ecology, management, etc: group work, practical work, discussions, study trips.

Knowledge of species and their status: discussions, brainstorming, study trip.

Hunting ethics: study trip, working group, discussion, part play

Participatory management: study trip, exchange of ideas and experience

Bushmeat Channel: working group, discussion, part play, brainstorming

Socio-economic (alternatives): practical work, part play, brainstorming.

**Skills :** The only discussion carried on communication (earlier mention). The consensus arrived at was to accept a training for the mastery of the audio-visuals materials.

No further discussion was held on identification of possible training to ameliorate other skills and attitudes.

**Follow-up :** the group thought that it will be interesting that future trainees be integrate in network of ex-trainees and then can equally benefit the refresher courses.

It was equally wished that this training should be done in collaboration with other institutes and priority to the competence of those in this sub-region.

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## **GROUP IV: BUSHMEAT PROBLEMS AT THE LEVEL OF LOCAL COMMUNITIES**

Participants : **Mayna Zachariah** (EFG), **Joel Kiyulu** (University of Kinshasa, DRC), **Adam Saleh** (Waza National Park), **Kouame Amani** (Côte d'Ivoire), **Samuel Fopa** (Cameroon), **Robert Namsenei** (Ministry of Environment, C.A.R).

President : **Mayna Zachariah**

Reporter : **Saleh Adam**

Target Group : **Managers of Protected areas**

### **1. Identification of factors that involving local communities into illegal hunting (poaching)**

#### *1.1 Bushmeat is an important source of income*

Responsibilities of the managers

- collaboration with other services such as the army, magistracies and the transport services
- propose alternative activities compatibles than can be negotiated and accepted by the populations
- valorisation of wildlife resources (fauna) by creating community hunting zones
- collaborate with the local communities if the resource in the case has a cultural important by sensibilisation and education

#### *1.2 Ignorance of the law and continuous diminution of wildlife (fauna ) ressource*

Responsibilities of the Managers

- collaboration with NGOs in charge of education
- carry out environmental education
- translate, interpret, multiply and distribute regulations involving to anti-poaching to the populations
- sensitise through local media's

#### *1.3 Resistance to the law and rejection of possible alternatives*

Responsibilities of the Managers

- The manager can be do nothing in the face of resistance to the law
- Identification of alternatives by participatory method

#### *1.4 Impunity of the rich foreigners*

Responsibilities of the Managers

- apply the law strictly

#### *1.5 Failure to recognise the potentialities of extant (inexhaustible potentials, God resources never gets finish)*

Responsibilities of the Managers

- Make the population participate in counting
- Communicate and interpret the results with the populations

#### *1.6 Local communities not involved in the management of states affairs*

Responsibilities of the Managers

- 
- put in place participatory management
  - raise up population participation by cultural methods
  - income generating (micro-project and labour)
  - education (give a positive perception to conservation)

#### 1.7 Cultural habits with certain resources

##### Responsibilities of the Managers

- watch against the desperation of species tight to cultural rites
- sensitise, educate the population to change their negative cultural habits and encourage those that are conservation friendly

#### 1.8 Non respect of state engagement and conservation projects

##### Responsibilities of the Managers

- facilitate the flow of information from down to the top.

##### Actual level of Knowledge, Skills and Attitudes evaluation

Activities	Knowledge	Skills	Attitudes	Others
Collaboration	-	-	-	
Alternative Project	-	-	-	
Hunting Zones creation	+	-		
Multiplication of text, distribution and interpretation	+	+	+	
	-	-	-	
Sensibilisation / Moderne Media	+	+	+	
Alternatives identification / participative method	-	-	-	
Strict application of the law	+	+	+	
Census with the population	+	+	-	
To raise up population adhesion	+	+	+	
To encourage positive cultural attitudes for the conservation	+ / -	+ / -	+ / -	
To contribute to the change of negatives cultural attitudes	+ / -	+ / -	+ / -	
Facilitate the circulation of information from top to down	+ / -	+ / -	+ / -	

## Training Needs

### I . Knowledge

- 1.1 Strategic to collaborate with partners
- 1.2 Identification of alternative project by participative method
- 1.3 Techniques to interpret and communicate and enforce existing texts
- 1.4 Collection and treatment of cultural datas

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## **Methods**

- 1.1.1 Classroom lesson: the stages to follow to develop a strategic: case study
- 1.1.2 Classroom lesson and specific exercise in the field
- 1.1.3 Classroom lesson: case study
- 1.1.4 Classroom lesson: specific exercises

## **II. Competence**

- 2.1 strategies to collaborate with other partners
- 2.2 Identification of alternative project by participative method
- 2.3 Techniques to interpret and communicate and enforce existing texts
- 2.4 Collection and treatment of cultural datas
- 2.5 Defining a hunting zone

Methods

Field exercises

## **III. Skills**

- 3.1 strategies to collaborate with other partners
- 3.2 Identification of alternative project by participative method
- 3.3 Techniques to interpret and communicate and enforce existing texts
- 3.4 Collection and treatment of cultural datas
- 3.5 Defining a hunting zone
- 3.6 Counting: the population should be implicated in game counting

Methods

Theory in the classroom

Integration in the lessons

Title: Participatory management of the bushmeat

Content: (cf) to be developed

Methods: Theoretical lessons in the class, fields trips and group discussions on special cases

For every module , EFG has to put in place a syllabus and make a prospecting of competent lecturers appropriate to train and if possible look for lectures out of its staff.

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## **REPORT OF WORKING GROUP 5 : BUSHMEAT SURVEY AND MONITORING**

MEMBERS : **TSAGUE Louis** (EFG, Cameroun), **ENIANG Edem** (Biodiversity Preservation Group, Nigeria) **YADJI BELLO** (Consultant with IUCN), **EVES Heather** (BCTF, USA), **FOTSO Roger** (WCS, Cameroun) **ASSAN Gomse** (Warden Benoué National Park, MINEF, Cameroun)

### **I- GENERAL OUTLINE OF THE TRAINING COURSE**

- **Duration:** 10-15 working days
- **Number of Participants:** 24 - 30
- **June 2003 course:** participants from 6 central African countries of the CITES bushmeat group. 4 persons per country (CITES BMG focal point + 3 protected area's managers).
- **Target group :** 1. Protected area managers  
2. National bushmeat network (follow-up)
- **Site :** École de Faune de Garoua

### **II- REVIEW TRAINING REQUIREMENTS**

The group considered that the performance gap between present and required level can be closed by training focused on required knowledge, skills and attitudes. The following needs of respectively knowledge and skills based training have been identified:

**KNOWLEDGE:** A trainee should be able to :

- 1- Identify causes and mechanisms for bushmeat trade in their area;
- 2- Describe/Evaluate levels of the bushmeat trade, stakeholders, network, etc
- 3- Develop solutions/ recommendations.

**SKILLS :** A trainee should be able to :

- 1- Use a standardized system of information collection;
- 2- Prioritize information collection;
- 3- Prepare summary report;
- 4- Communicate information to KDM and public.

**ATTITUDE :**

Although attitudes play an important role in the bushmeat crisis, the working group did not elaborate on them given their limited impact on the discussed theme of monitoring and survey.

### **III- REVIEW EXISTING GAROUA CURRICULUM**

The group reviewed the existing curriculum of the Garoua College with respect to the identified training needs and found the following relevant courses:

- K1: Rapid Socio-Economic Survey.  
Participatory Approach Methods  
(Interviews techniques + RRA, as given in EFG Module 5, 7.

K2: Mapping: GIS + CARTO, Module 2  
 Biological Survey: Census Techniques (Wildlife) Module2, 9.  
 Market Survey: Interviews Techniques & Negotiations Module 5

K3 Data Analysis & Interpretation  
 STATISTICS, GIS, Informatics Module 2.  
**Conflicts Resolutions & Negotiations** : no EFG training as yet  
**Report Writing Techniques** : no EFG training as yet

#### IV. TRAINING SESSION DESIGN

The following course topics have been proposed, with relevant training method:

#### V. STRATEGIC & PRACTICALS CONSIDERATIONS

The following Institutes/Instructors have been identified with whom efforts should be co-operated in the development and implementation of the bushmeat course (on monitoring and surveys).

CLASS	CASE STUDY	FIELD
Utilize Standard System of Information Collection		
+	+	++
Prioritize Information Collections Options		
	+	++
Prepare Summary Report		
+	++	
Communicate Information to KDM & Public		
+	++	

On socio-economics (market surveys, conflict resolution and negotiation):

UCAC/Yaoundé -> Severin Abega  
 FASA/DSCHANG -> Mayaka  
 Université de Ngaoundéré  
 CEDC/MAROUA ->

On GIS/Maps:

WWF - CPO -> Atanga  
 MINEF/CETELCAF

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Biological surveys, report writing, statistics and data analysis:

MINEF/DFAP (Etoga, Ascan, Bobo

WWF

WCS

IRAD (Wanzié)

Elephant Camp

FASA/Dschang (Mayaka)

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## **OFFICIAL CLOSING SPEECH OF THE WORKSHOP**

**Ibrahim Soaré NJOYA**, Director, Garoua Wildlife College

Dear Friends,  
Ladies and Gentlemen,

His excellency the governor of the North Province can not be with us today because of duties obligation. This give me the honour to close this workshop on Bushmeat.

I very much believe that this workshop was intensive and productive. The 5 themes proposed for the reflection to the working groups were treated correctly and mindful of the short time given for this.

It is well understood that for this short period, it was difficult for you to have a good knowledge of the teaching done in EFG. Amongst the topics proposed by the working groups which constitute the content for a future module on bushmeat, Garoua and its environs is a good laboratory for that teaching.

I think particularly on anti-poaching, contacts with private sectors unlike professional hunters, hunting guides, environmental education towards the urban areas and the follow-up of animal population. Most of these are already in our present syllabus but including them in the new programmes will be opportunity to good deep in the subject matter, academically and technically.

If we are not very competent in all the fields, we will sink the competency of ministerial organisations and NGOs here in Garoua and those that work in field of conservation with cooperation of local populations.

Our knowledge on certain subjects is limited on like, communication and negotiations. We shall welcome lecturers on this subjects from the sub-region and this will be help to enrich our syllabus.

Dear Friends, I sincerely thanks you for your participation in this workshop. Your presence here in Garoua was very refreshing and this has puff us to work by fits and start. We thank particularly, BCTF (Natalie and Heather) for their help and being the go between for the support of USAID.

EFN through Judith equally help us in all necessary forms for the continuous of training of our teachers. I thank particularly Paul Scholte, former teacher here in Garoua, for being the coordinator of this workshop.

To stop, my dears friends, I thank you once more and wish you a save journey back home.

Thank you.



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## **DEVELOPMENT OF TRAINING PROGRAM ON APPLIED CONSERVATION TO ADDRESS THE BUSHMEAT CRISIS IN AFRICA**

**B. December 2001-June 2006**

**Proposal Submitted To :**

World Wildlife Fund-US  
Russell E. Train Education for Nature Program  
1250 24th Street, NW  
Washington DC 20037-1193

**Submitted By :**

Bushmeat Crisis Task Force<sup>3</sup>  
8403 Colesville Road, Suite 710  
Silver Spring, MD 20910  
Tel: 301.706.6028  
Fax: 301.562.0888  
URL: [www.bushmeat.org](http://www.bushmeat.org)

**On behalf of :**

École pour la Formation des Spécialistes de la Faune de Garoua  
Boîte Postale 271  
Garoua, CAMEROON  
Tel: (237) 27 31 35  
Fax: (237) 27 31 35  
Email: [ecolefaunegaroua@iccnet.cm](mailto:ecolefaunegaroua@iccnet.cm)

**Contact :**

Heather E. Eves  
Director, Bushmeat Crisis Task Force  
8403 Colesville Road, Suite 710  
Silver Spring, MD 20910  
Tel: 301.706.6028  
Fax: 301.562.0888  
Email: [Heves@aza.org](mailto:Heves@aza.org)

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<sup>3</sup> The Bushmeat Crisis Task Force is a project of the American Zoo and Aquarium Association, a 501(c)(3) organization. AZA is its fiscal agent and is responsible for financial and program reporting to BCTF's donors.

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## **PURPOSE :**

The illegal commercial bushmeat trade is the most significant conservation issue facing the African continent today. An important long-term solution to the bushmeat crisis in Africa is the development of integrated training programs for African professionals on applied conservation that address the developmental issues that result in the unsustainable illegal commercial trade of bushmeat. This project seeks funding from the WWF Russell E. Train Education for Nature Program for the development, implementation and support of training program development at École Pour la Formation des Spécialistes de la Faune de Garoua, Cameroon. This training will address the specific needs of wildlife professionals from West and Central Africa, while covering the root causes, effects, and appropriate solutions to the pan-African bushmeat crisis.

## **BACKGROUND :**

One of the most underutilized resources in Africa for wildlife conservation efforts is the formal training and education sector. Africa maintains three excellent regional wildlife training colleges (College of African Wildlife Management, Mweka, Tanzania [Mweka]; École pour la Formation des Spécialistes de la Faune de Garoua, Cameroon [EFG]; and Southern African Wildlife College, South Africa [SAWC]). For more than 30 years, Mweka and EFG and more recently SAWC have collectively educated 3000 African wildlife managers. The colleges focus on formal training for mid-career wildlife professionals, and many of their former students have become leaders of the protected area authorities and wildlife services, non-governmental organizations (NGOs) and community-based organizations. In addition, former trainees have gone on to serve in Africa's tourism sector, in hunting safari operations and as researchers, academics, and trainers throughout Africa.

These colleges provide opportunities for mid-career professionals to earn recognized diplomas and certificates in wildlife management through their long courses. Some of the colleges also conduct special short courses on a variety of conservation issues. To date, however, none of these colleges maintains a training program specifically targeted to address the illegal commercial bushmeat trade and associated developmental issues that are the root causes of the crisis. Recent meetings<sup>4</sup> have advocated the development of formalized bushmeat crisis training and education at the three major regional wildlife colleges as one of the priority solutions towards addressing the African bushmeat crisis.

In March 1999, the three colleges formed an agreement at the International Workshop of Wildlife Training Colleges to work more closely together and to collaborate toward curriculum development and review. Currently, Mweka, EFG, and SAWC, with assistance from the Africa Biodiversity Collaborative Group, are seeking funding to formalize long-term strategic linkages between the three colleges to assist them in providing the best quality training that responds to priority wildlife management needs in their respective regions (Gelman 2001). As an initial step towards establishing these further linkages, the Bushmeat Crisis Task Force (BCTF) proposes to work with each college to develop training programs to address the most significant conservation issue facing the African continent today: the illegal, commercial bushmeat trade.

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<sup>4</sup> Mweka College's December 2000 "Wildlife Management in the New Millennium" Conference, Africa Biodiversity Collaborative Group (ABCG) and BCTF's March 2001 "Innovative Actions to Address the Bushmeat Crisis" meeting, and BCTF's May 2001 "Collaborative Action Planning Meeting."

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The development of training programs on the bushmeat crisis through a participatory and collaborative process will provide wildlife professionals with the knowledge, skills, and attitudes to address this issue directly in the field, and assure that it becomes a priority item for developing wildlife management programs. The development of a new short course on the bushmeat crisis and incorporation of these training materials into the existing diploma and certificate long courses could play a key role in identifying and implementing long-term solutions to this crisis. Long-term goals for this endeavor include assuring continuous, development, application and monitoring of the information being imparted to trainees to ensure that it is always current and accurate. The bushmeat crisis training program will provide the basis for development of similar courses in other affected regions of the world such as Latin America and Southeast Asia.

To this end, the BCTF has accomplished the planning phases for a collaborative effort on developing bushmeat training programs within Africa's three regional wildlife colleges. From 17th - 21st May 2001, BCTF hosted a meeting in Washington, DC that included over 150 bushmeat experts and interested professionals from more than 20 countries. BCTF provided support for participation in the meeting from Mweka College, EFG, and SAWC. Representatives from each college provided presentations regarding their training programs at a special meeting organized in collaboration with ABCG on 16th May 2001. During the BCTF meeting, thirty-two individuals, including the college representatives, participated in a half-day session on the development of bushmeat crisis training materials in Africa. The results of that session called for a stepwise approach to engage key decision-makers (KDMs) and regional African experts on the bushmeat crisis and develop training programs for the regional colleges including:

**Phase 1.** Development of a concept paper/fact sheet regarding the growing bushmeat crisis throughout Africa and the importance of formal training to communicate with key decision-makers and clients of the colleges, and gain their support for the project.

**Phase 2.** Planning and carrying out regional bushmeat experts' workshops to lay the foundation and plan the outline of the training program curriculum.

**Phase 3.** Development of the bushmeat crisis training program module, pilot testing, monitoring and evaluation.

**Phase 4.** Formation of linkages with universities, both within and outside Africa to help strengthen the colleges, and improve their ability to provide the most effective training on the bushmeat crisis and other emerging conservation issues.

BCTF will provide support and funding for the first phase of the project: development of fact sheet for key decision-maker communication. In October 2001, BCTF received \$150,000 from the United States Agency for International Development's Global Bureau to fund the second phase of these activities: the regional bushmeat experts' workshops in Central and West Africa, East Africa and Southern Africa.

The BCTF now seeks funding to carry out the third phase of this project in Central and West Africa: development and pilot testing of the applied conservation training programs. BCTF requests from the WWF Russell E. Train Education for Nature Program support for the development, implementation and support of bushmeat crisis training development at École pour la Formation des Spécialistes de la Faune de Garoua, Cameroon.

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## **PROBLEM STATEMENT :**

The successful establishment of training on the bushmeat crisis at the wildlife management colleges will lead to the placement of well-trained wildlife managers in government wildlife ministries, conservation NGOs, tourist operations and other relevant organizations and agencies throughout sub-Saharan Africa. This training initiative is essential to building the capacity needed for African organizations and agencies to manage and implement solutions to the growing bushmeat crisis throughout the continent.

## **GENERAL PROJECT DESCRIPTION :**

The ultimate goal of this effort is to develop an integrated training program on the developmental issues that result in the unsustainable illegal commercial trade of bushmeat. The training will include lessons and field exercises to cover the following: general background of developmental issues (economics, food security, poverty, etc) in Africa that are the root causes of the bushmeat crisis, effects of commercial bushmeat trade, laws, policy development, economics, ecological/population monitoring, market survey techniques, community-management (i.e. working with and/or developing hunter/trader associations), law enforcement, control of access routes, alternatives (economic and protein), awareness building and education, bushmeat information database management, and network development. Some background information and skills regarding bushmeat are developed in related modules; however, it is important to more fully develop these points of intersection with bushmeat into a more comprehensive short course and/or module and to integrate the various themes into effective bushmeat management.

It will be important to assure that the training programs developed will continue to be a part of each college's regular offerings, either as an on-going annual short course or as a part of the diploma and/or certificate long courses. The training program would first be implemented as a short course for selected regional participants in order to pilot test it. This training would be monitored by bushmeat experts from regional universities to evaluate the effectiveness of the program and to put in place systems for continuous feedback and upgrading of the training program. Likewise, the evaluation of the initial short-course will indicate the most appropriate ways to incorporate the new training materials into the existing diploma and certificate long courses.

In addition, the team of regional bushmeat experts consulted during phase two to help with the development of the training program at EFG will provide the foundation for the establishment of National Bushmeat Task Forces across the Central and West African regions. This will form a model for other regions of the world in terms of training, education, and network development.

## **YEAR ONE :**

A workshop of bushmeat and training experts will take place at EFG in February 2002, bringing together individuals in education, government, research and conservation to develop the framework for the applied conservation training program. The experts will determine the content and facilitation of the training program. They will use the principles of adult learning to ensure that the training will be useful and implementable once the trainee has returned to their workplace. The experts will also make suggestions for hosting the short course and incorporating the training materials into the diploma and certificate long courses. The Curriculum Development Specialist (CDS) [an expert

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selected by EFG] and the Curriculum Development Counterpart (CDC) [a designated faculty member from EFG or education expert who will serve as the counterpart to the CDS during the first three years of this project] will be integral to the workshop planning process. They will be responsible for carrying out the duties that this workshop will outline for them. In addition, the CDS and/or CDC will attend the bushmeat experts' workshops at Mweka and SAWC to assure the continuous flow of information between the colleges and to further strengthen the linkages between all three regional wildlife colleges.

To accomplish the workshop planning and to set the stage for successful training program development, general office support will need to be established and computers will be either purchased or upgraded. To ensure the buy-in of key decision-makers in the region (the primary clients of EFG), college representatives will communicate with them the importance of this endeavor. They will use the fact sheet developed with BCTF to highlight the role of training as a long-term solution to the bushmeat crisis. In addition, selected key decision-makers will be invited to participate in the bushmeat experts' workshop and follow up.

For the remainder of the year, the CDS and CDC will engage in curriculum development in consultation and communication with the bushmeat crisis experts who attended the workshop and with other relevant contacts to be determined. Some training of EFG faculty will be required this year, including support for the future instructors of the training program and any assistance that they may require.

## **YEAR TWO :**

The second year of this project will focus on the continued development of the short course, training of college faculty to conduct the training, identification of selected trainees from West and Central Africa to attend the training, and support for implementing the short course. Both the CDS and CDC will be intimately involved in completing the structure of the applied conservation short course in consultation with regional and international bushmeat crisis experts and training experts. Providing training in wildlife database systems, community-based education as well as the training program itself to the college faculty is a critical step to ensure that EFG has the capacity to sustain the program for the long-term. In addition, this training would link very well with the activities of the CITES Bushmeat Working Group, which will be developing their own databases of information regarding bushmeat in the coming years.

Training materials will be produced and printed. Selected participants from key countries will be identified for participation in the short course. It is important to assure that trainees will attend this course during its first year in order to demonstrate to key decision-makers and other clients who have supported the development of the short course that this training opportunity is important for wildlife and requested by wildlife managers. The first evaluation and revision of the training program will also begin to take place during year two of the project. Key experts from universities in Central and West Africa will conduct this evaluation.

## **YEAR THREE :**

During year three, the CDS and CDC will continue to evaluate and revise the short course and,

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if appropriate, will engage in further developing the course so that it can be included in EFG's diploma program. Again, support for trainee course fees will be required to ensure participation in the course and to build a larger base of support for bushmeat training in Central and West Africa. In this year, funding will be allocated for the development of linkages between EFG and other colleges and universities both within the region and in the US and Europe. Funding may be used to support visiting scholars, guest lectures and conference attendance related to the bushmeat crisis

#### **YEARS FOUR and FIVE :**

In the final two years of this project, the CDC will continue to oversee and implement the project's activities. Faculty training and support will continue to be necessary, as technology advances and as new techniques for wildlife management become available. The training materials will be revised and reprinted in year four and trainee fees will continue to be supported by this project. During these years, EFG will develop its own proposals for continuing this training program. Evaluation of the course will continue with each year, which will be made stronger through the continued development of linkages with other colleges and universities throughout Africa, Europe and the US.

#### **PRIORITY AREAS :**

The bushmeat crisis in Africa has been identified as the most significant threat to wildlife and biodiversity conservation in Africa today. As the growing illegal trade in bushmeat particularly threatens the large mammal fauna of forests in Central Africa, this region is a critically important focus for efforts to implement solutions to the bushmeat crisis. Ministers of Wildlife for Central African countries compose the CITES Bushmeat Working Group (CITES BWG), established at the CITES 11th Conference of Parties in Nairobi, Kenya in April 2000. The CITES BWG is working to build their capacity in training, wildlife management techniques and sharing information throughout the region. The development of training programs at EFG will assist in the efforts of the CITES BWG, providing to governments personnel with relevant expertise and training to assist them in better management of this critical wildlife issue. In addition, this project will assist in building capacity within private sector and tourism operators, conservation NGOs and local community groups to manage and implement solutions to the bushmeat crisis in West and Central Africa.

#### **PROPOSED ACTIONS :**

- Plan and host workshops in each region to develop training programs at the three regional wildlife colleges on applied conservation to address the unsustainable, illegal, commercial trade of bushmeat. The workshops include key decision-makers and grassroots clients, to develop the outline of content and presentation for a bushmeat crisis training program. Training for community-based bushmeat education will be a special focus. The workshops will also provide an important networking opportunity for experts on the bushmeat crisis from West and Central Africa.

- The CDC and CDS, in consultation with bushmeat and training experts, will develop the bushmeat short course, provide training to college faculty and produce the course materials. The training program is anticipated to include general background on the root causes of the bushmeat crisis, effects of commercial bushmeat trade, laws, policy development, economics, ecological/population monitoring, market survey techniques, community-management (i.e. working with and/or developing

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hunter/trader associations), law enforcement, control of access routes, alternatives (economic and protein), awareness building and education, bushmeat information database management, and network development.

- Course materials will be printed and partial scholarships for the bushmeat short course will be offered to trainees in year two, followed by a full evaluation and revision in years two and three. In addition, the course may be incorporated into EFG's existing diploma and certificate long courses.
- Faculty training will be available in each year of the project, to ensure that faculty are current on new techniques and technologies to address the bushmeat crisis as they become available. In addition, they should be able to access and contribute to the CITES Bushmeat Working Group's databases of information to further strengthen the activities of both of these groups.
- Formation and strengthening of linkages with other colleges and universities, both within Africa and in the west will lend further, sustained support for activities such as curriculum development and staff capacity and is critical to the long-term success of wildlife colleges in Africa.

### **EXPECTED OUTCOMES :**

- A template for a comprehensive training program on applied conservation to address the bushmeat crisis that will educate trainees attending EFG regarding the root causes, effects, and appropriate solutions to the bushmeat trade and how they can be most effectively implemented with particular emphasis on environmental education material development for primary and secondary schools and rural communities
- Training in general background on the root causes of the bushmeat crisis, effects of commercial bushmeat trade, laws, policy development, economics, ecological/population monitoring, market survey techniques, community-management (i.e. working with and/or developing hunter/trader associations), law enforcement, control of access routes, alternatives (economic and protein), awareness building and education, bushmeat information database management, and network development.
- Establishment of a broad network of professionals that are equally informed and focused on addressing the bushmeat crisis
- Provision of training opportunities to mid-career individuals from government wildlife offices, private sector and tourism operators, conservation NGOs and local community groups on an integrated approach to address the bushmeat crisis.
- Creation of a framework for additional training and capacity building within government wildlife departments (as employees will have received training during the short course and can pass that along to their colleagues.)
- Enhanced communication and negotiation skills among trainees to work with the private sector, particularly the logging industry, in identifying and implementing solutions to the bushmeat crisis
- Reduction in the bushmeat trade as a result of improved education and training on the bushmeat issue for wildlife management professionals

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## **SYNTHESIS**

### **A. OBSERVATIONS ON COURSE OUTLINE**

**Target group:** All but one working group has targeted the bushmeat course for protected area managers, i.e. the warden. For the urban bushmeat problem another approach is necessary as identified by the respective working group, who developed a course for "environmental education trainers" (Training of Trainers).

**Duration :** All working groups were unanimous that a course period of 2 weeks is feasible, implying that park wardens will be out of post of not more than 3 weeks (travel included).

**Number of participants :** All groups proposed, without much discussion, a number of 15-24.

**Location :** Only working group 1 dealt with this issue. They concluded that Garoua Wildlife College could move to a rainforest area for a more real-site impression

### **B. DESCRIPTION OF PRESENT AND REQUIRED / DESIRED LEVEL**

Generally, workshop participants encountered difficulties to describe the present level of protected area managers, by identifying their knowledge, skills and attitude. This has probably been the result of the lack of job descriptions available at wildlife departments in francophone Africa<sup>5</sup>. Till recently, this lack of job descriptions did not pose major problems, as park wardens were Garoua graduates with well-defined tasks. In countries such Senegal and Burkina Faso this is still the case, but with the arrival of Conservation - Development projects, there has been a trend in Cameroon to appoint university graduates resulting in a heterogeneity of park warden profiles. In the recently approved management plans of Waza NP and Benoué NP, the post of park warden has been further defined on "ingenieur or A level"<sup>6</sup>.

Also the more limited participation of field based park personnel and projects than programmed, might have led to this difficulty. Especially working groups 4 and 5 (both attended by a park warden) described present problems and the respective role or responsibility of the warden relative this problem, managed to tackle this difficulty.

### **C&D: ON THE CONTENTS OF THE COURSE :**

**Course details :** see respective working group reports

**Disciplines :** Transversal along the working group themes have been disciplines new or scarcely covered by Garoua, including :

- Communication skills, towards almost all concerning stakeholders, both external as well as internal;
- Negotiation skills, especially with private and public sector;

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<sup>5</sup> This observation motivated the principal of Mweka to invite participants to the forthcoming Mweka workshop to bring along relevant job descriptions

<sup>6</sup> The situation may be clarified with the forthcoming institutional changes of the Cameroonian wildlife department (see contribution of Mr. Etoga)



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- Intelligence gathering information (anti-poaching);
  - Human rights (anti-poaching);
  - Research prioritization (monitoring working group);
  - Hotspot maps, although different target groups should be identified based on respectively local level and a more international public
  - Participatory approaches have only been subject of the long courses for the last four years, but is also subject of the refresher courses (see below);
  - Report writing skills.

### **COMPARISON OF BUSHMEAT COURSE BETWEEN GAROUA'S ANNUAL PARK WARDEN REFRESHER COURSE :**

1. Refresher course is more knowledge oriented (new notions of protected area management);
2. Exchanges of participants' experiences play an important role in the refresher courses (crucial attitude component);
3. Refresher courses have specific and changing themes, such as on management planning in Somalomo and Senegal, or on poverty reduction in 2001 in Nazinga (Burkina) and Lopé (Gabon);
4. The refresher courses are held on different location and pools participants from the surrounding countries
5. Participation to the refresher course is limited to former Garoua students still active in the field.

**Lacking themes / disciplines** as highlighted in the restitution session after the workshop attended by Garoua trainers:

1. Environmental education has not been highlighted as such, although especially working group 3 (urban bushmeat problem) regularly dealt with it;
2. Transboundary protected areas have not been the subject of discussion, although for anti-poaching measures such co-operation has proved to be vital.
3. Although collaboration with the private and public sector has been discussed during the workshop, the working group lacked the specific input of the latest experiences in this newly emerging field of attention.

### **NEXT STEPS**

Based on the above issue, we propose the following steps in the further development of the bushmeat training course that is envisaged to be held for the first time mid-2003.

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1. Elaboration of the themes that did not receive the necessary attention in the workshop (environmental education, transboundary collaboration, linking with logging concessionnaires) with help of subjects specialists;
  2. Actual course development based on the workshop output and 1;
  3. Internal Review of this proposal with the help of Garoua trainers, other resource persons in town and BCTF.
  4. External Review with the help of participants in workshop and subsequent integration;
  5. Final course preparation
  6. Practical course preparation (invitation of trainers, participants).

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## **VACANCY ANNOUNCEMENT**

### **BUSHMEAT CURRICULUM DEVELOPMENT and TRAINING SPECIALIST**

The École de Faune de Garoua (EFG) will recruit a bushmeat curriculum development and training specialist to develop a bushmeat training programme to address the specific needs of wildlife professionals from West and Central Africa while covering the root causes, effects and appropriate solutions to the pan-African bushmeat crisis. This is a five-year position with an opportunity to continue at EFG following the first five years of curriculum development and implementation. This individual will work in close collaboration with the college's staff and the curriculum development consultant. Under the supervision of the college's direction, the selected candidate will also contribute to the regular education on bushmeat at the college.

The ideal candidate will :

- Be committed to conservation and notably to the combat of the bushmeat crisis
- Have a degree in Natural Resources Management, Education Development or a related field
- Be a self-directed worker who also works well in a team. Excellent communication skills are a must.
- Be available for travel out of the country/overseas one time per year and frequent travel in the country, including field trips with EFG instructors and students.
- Have experience in new course development including course design, instructor training and evaluation
- Have fundraising skills for the long-term benefit of EFG and the bushmeat training programme
- Be fluent in French and proficient in English
- Be computer literate (mastering Excel) and have basic information management skills (GIS is a plus)
- Be committed to long-term engagement at EFG

Citizens of West or Central Africa and women are especially encouraged to apply.

Please submit cover letter, curriculum vitae, salary history and references to :

The Director

École pour la Formation des Spécialistes de la Faune

BP 271

Garoua, Cameroon

Email: [ecolefaunegaroua@iccnet.cm](mailto:ecolefaunegaroua@iccnet.cm)

**Application Deadline : 30 August 2002**

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## **THE BUSHMEAT CRISIS TASK FORCE (BCTF)**

The BCTF, founded in 1999, is a consortium of conservation organisations and scientists dedicated to the conservation of wildlife populations threatened by illegal, commercial hunting of wildlife for sales as meat. Its goal is to establish a network of individuals and organisations from the US, Europe and Africa involved in addressing the bushmeat problems and to provide an information base to help identify appropriate solutions and resources for implementing them. It is housed at the headquarters of the American Zoo and Aquarium Association in Silver Spring, Maryland.

Country	Name	Title	Mailing Address	Email address
Cameroon	Gilles Etoga	Point focal Cameroon	tel: 237 2239228/9980337	etogagilles@yahoo.fr
Cameroon	Roger Fotso	WCS	BP 3055 Messa Yaounde	Rfotsowcs@aol.com
Cameroon	Bihini Wona Musiti	IUCN-BRAC	BP 5506 Yaounde tel:237 2216496	rocai.iucn@camnet.cm
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Le Directeur de l'EFG et Madame Bailey devant le Logo de l'Ecole  
*The Director of EFG and Mrs Bailey in front of the school logo*



Le Gouverneur de la Province du Nord s'adressant aux participants  
*The Governor of the North Province addresses the Workshop*



Photo de famille des participants  
*family picture of participants*



Un moment de détente  
*A rest moment*



Une vue partielle de l'assistance  
*Partial view of the assistance*



Directeur de l'EFG avec le représentant de l'ERAIFT (RDC)  
*The former Wildlife College's Principal with the ERAIFT (DRC)*





Les Officiels posest après la cérémonie d'ouverture  
*Family picture of officials after formal opening of the workshop*



Officiels ecoutant l'allocution du Directeur de l'EFG  
*Officials listening to the EFG Director welcome adress*



Un groupe d'Etudiants de l'EFG  
*A group of students of the EFG*



Travaux de groupe  
*Working group*



Calme et sérénité pendant les travaux de groupe  
*Calm and serenity during group work*



Travaux de groupe  
*Working group*



Travaux en commission  
*Committee working session*



Travaux en commission  
*Committee working session*



Travaux de groupe  
*Working group*





Quelques participants pendant la pause-café  
*some participants during coffe break*



Travaux en commission  
*Committee working session*



Contribution de l'IUCN par M. BIHINI  
*IUCN contribution from M. BIHINI*



Directeur Adjoint de l'EFG pendant sa présentation  
*Deputy Director of EFG during his presentation*